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ABSTRACT

Provided in the handbook are a developmental scale for assessment of independence level, and objectives for developing cognitive, psycho-motor, affective behavioral, and prevocational skills of handicapped children and youth. Instructions for use of the handbook are given to include copying the developmental profile form to evaluate students. The section on independence is seen to be divided into six levels of accomplishment in the areas of self help, task orientation/motivation/social behavior, and communication. Specified in other sections are appropriate growth and development characteristics (by age level), goals, behavioral objectives, techniques, and resources for use after assessment of the child's independence level. Given for the psycho-motor domain (health and family lift) are growth/development characteristics in areas such as neuromuscular coordination and hygiene, and goals such as walking safely, practicing fire safety, and understanding peer group relationships. Provided for the affective domain (socialization) are growth/development characteristics for categories such as emotional behavior, and eating habits, and goals such as dressing independently, eating in restaurants, and understanding self as a sexual being. Specified for the cognitive domain (academic fulfillment) are growth/development characteristics for areas such as speech and intellectual behavior, and goals such as recognizing number symbols, developing social use of arithmetic, and communicating through writing. Included in the section of economic usefulness are guidelines for guidance, and goals for attitudinal, marketable, and verbal skills. (MC)

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A HANDBOOK OF SUGGESTIONS FOR DEVELOPMENTAL LEARNING

MICHIGAN DEPARTMENT OF EDUCATION

ED 060728
EC 061770

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Foreword

In its continuing effort to develop accountability procedures for the assessment of pupil progress toward specified performance objectivities, the Michigan Department of Education has worked for three years in cooperation with special education personnel from local and intermediate school districts to develop the "Handbook of Suggestions for Developmental Learning."

The purpose of this Handbook is to provide a developmental scale for assessment of the status of handicapped children and youth in the cognitive, psycho-motor, and affective domains. This Handbook is not intended as a curriculum guide. However, the Handbook is intended to provide a means by which a teacher can select specific performance objectives for each handicapped child and determine whether that child has made developmental progress.

The "Handbook of Suggestions for Developmental Learning" will be revised periodically in order to increase its effectiveness as a tool for improvement of instruction for handicapped children and youth.

Therefore, persons using the Handbook are encouraged to send the suggestions for improvement to the Michigan Department of Education, Special Education Services, Box 420, Lansing, Michigan 48902.

John W. Porter
Superintendent of Public Instruction

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INSTRUCTIONS FOR USE

OF THE HANDBOOK OF DEVELOPMENTAL LEARNING

1. The handbook is based on Developmental Objectives rather than Chronological Age or Mental Age.

2. All handbook material is published horizontally so you may follow all facets of any one level in developmental order.

3. The major section on Independence includes six levels of accomplishment with cross references to the other four sections for goals and specific objectives, techniques and resources for aid in reaching the next step of development.

4. Growth and development charts relating to the four specific areas of Health-Family Living, Socialization, Academic Fulfillment and Economic Usefulness are included at the beginning of each of these sections for reference as to "normal" expectancies.

5. The table of contents includes the goals and specific objectives in each of the four reference areas. (As noted in #4)

6. A developmental profile form is also included. (This should be duplicated so one can be used for each student.) The form is used to evaluate the students' abilities in three major areas of independence. These include:

   A. Self help
      a. dressing
      b. mobility
      c. general
      d. eating
   B. Task orientation, Initiative and Social Behavior
   C. Communication

   (All information in the handbook falls within these three areas. Any item can be located through the table of contents and/or the cross reference numbers listed at the right of each goal in the Independence Section.)

   To effectively use the developmental profile sheet, the following steps should be followed:

   1'. Starting with A, Self help, 1. Dressing (page 4) continue reading across the top portion of each page until the item listed is the last one the individual child can presently accomplish. Place a mark in the

A., 1 column at the appropriate level and item (example: Level 4, Item 2 - Selecting appropriate clothing, page 5).

2'. Continue with A. Self help b. Mobility (page 4 lower portion of page) reading across to item of top accomplishment. (Example: Level 5, Item 1 - Moves about hometown freely, page 6). Place mark on appropriate level and item in the second column.

3'. Continue through the Independence Section with the three major individual profile headings. This will give you a six-point evaluation profile.

We suggest the profile be dated and another inventory of the child's abilities be plotted later in the year. This will serve as ongoing charting of growth and accountability. Specific comments on the child may be written on the back of the profile sheet.

7. The four other areas of the handbook (#4), which may be used with cross references from the Independence Section are indicated by Roman Numerals and capital letters, and can be used as a separate tool for developmental instruction. These Roman Numerals correspond to those in the table of contents. Each of the four sections includes basic goals, behavioral objectives, techniques and resources which will be conducive to developmental progress. A column is left for teacher comments and notes.

I - INDEPENDENCE

This section is organized differently from the other sections of the Handbook. The reader will note that missing from the following pages are headings such as "objectives", "techniques", and "resources". This is not an oversight but rather an attempt to provide the teacher with a summary of the behavioral characteristics thought to be most indicative of adequately developing independence at various educational levels. The lists of behavioral charcteristics are not complete, but rather, they should be viewed as check-points on a continuum of behavior. This section is meant to provide the special education teacher with an evaluation device complete enough to serve as a general guide in developing curriculum experiences for exceptional children. For ease in using this section, the reader will note that it has been divided by developmental skills into six levels.

The Independence Section has been further categorized by Major Goals, including:

A. Self Help

B. Task Orientation, Motivation and Social Behavior

C. Communication

As indicated in the Introduction, cross-references to the other four sections of the Handbook have been recorded in the Independence Section. This is an attempt to help the teacher plan, after initial assessment of students' needs, more specifically for each student.

GOAL: INDEPENDENCE — A. SELF HELP — a. Dressing

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
1. Pulls off socks. 2. Assists in getting dressed (e.g. passes clothing). 3. Removes and puts on simple articles of clothing. 4. Unbuttons accessible buttons.	1. Dresses self except tying. 2. Fastens and adjusts his clothing (buttons, buckles, zips). 3. Undresses at night with little supervision. 4. Dresses in the morning with little supervision. 5. Puts on most ordinary articles of clothing.	1. Goes to bed unassisted. 2. Combs or brushes hair. 3. Ties bows and/or shoe laces.	1. Ties a tie or a hair ribbon. 2. Selecting appropriate clothing.	1. Exercises complete care of dress.	1. Maintains clothes. 2. Makes minor repairs or has them done.
REFERENCES: III-A Page 64	III-A D G H I Pages 64, 70, 76, 78,80	III-A D F G H I Pages 64, 70, 74 76, 78, 80	III-A D F G H I V A B C Pages 64, 70, 74, 76, 78, 80, 130 132	III-A D F G H V A B C Pages 64, 70, 74 76, 78	II-O III-A D F G H I O V-A B C Pages 54, 64, 70, 72, 76, 78, 80, 92, 128, 130

GOAL: INDEPENDENCE — A. SELF HELP — b. Mobility

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
1. Rolls over. 2. Sits unsupported. 3. Pulls self upright. 4. Moves about on floor. 5. Stands alone. 6. Walks about room unattended. 7. Goes about house or yard. 8. Walks upstairs unassisted. 9. Avoids simple hazards. 10. Walks upstairs both feet together on each step.	1. Walks downstairs, both feet together on each step. 2. Uses play vehicle of some kind. 3. Walks upstairs one foot per step, without supporting himself. 4. Walks downstairs one foot per step without supporting himself. 5. Goes to neighbors and places nearby.	1. Goes to school unattended. 2. Requires little supervision playing outside house - absent for one hour or more. 3. Moves about with others without much need for much supervision.	1. Goes about neighborhood unsupervised, but does not cross streets. 2. Goes about neighborhood unsupervised, crossing streets.	1. Moves about hometown freely. 2. Uses available public transportation (local)	1. Goes to nearby places alone. 2. Goes to distant point alone. 3. Can locate dentist, physician and other health resources.
REFERENCES: II - H Page 28	II - A H Pages 16-28	II - A B C H III - I Pages 16, 18	II - A B C D E F H I III - I Pages 16, 18, 22, 24, 28, 32	II - A B C D E F H I J III - I Pages 16, 18, 22, 26, 28, 32, 80, 24	II - A B C D E F H I J III - I V - E Pages 16, 18, 22, 24, 26, 28, 80, 138

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
1. Grasps objects within reach 2. Reaches for nearby objects 3. Grasps with thumb and finger 4. "Toilet trained with infrequent accidents" 5. Knows when he should go to the toilet and does so 6. Dries hands adequately without much assistance.	1 Cares for himself at the toilet, wipes himself and washes hands. 2 Washes his hands with soap in an acceptable way 3 Washes face more or less adequately 4 Brushes his teeth	1 Brushes and combs hair 2. Washes himself adequately and completely without much supervision	1 Prepares everything for washing himself (e.g. runs bath and assembles what is needed - soap, washcloth, towel, etc.) 2 Maintains all aspects of personal hygiene	1.Selects and appropriately uses cosmetics, grooming aids	1 Differentiates between major and minor medical problems
REFERENCES:					
III - D	II - J	II - J	II - J K N	II - J K M N Q	II - J K M N Q
Page 70	III - D	III - D I	III - D I O	III - D I N O V - I	III - D I N O V - I K
	Pages 38, 70	Pages 38, 70, 80	Pages 38, 46, 52, 70, 80, 92	Pages 38, 46, 50, 52, 58, 70, 80, 90, 92, 144	Pages 38, 46, 50 52, 58, 70, 80, 90, 92, 144, 148

GOAL: INDEPENDENCE — A. SELF HELP — d. Eating

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
1 Drinks from cup or glass assisted 2. Does not drool 3 Chews food 4 Drinks without spilling holding glass in one hand 5 Eats with spoon 6 Discriminates edible substances 7 Unwraps candy 8 Eats with fork 9 Gets drink unassisted	1 Serves himself and eats without requiring much help 2 Pours liquids with some difficulty	1 Uses table knife for spreading butter, jam, etc. 2 Uses table knife for "cutting" without much difficulty 3 Eats with knife and fork, requires no help 4 Pours liquids from pot or container	1 Cares for self at table 2 Uses knife for peeling fruit 3 Can select appropriate portions	1 Can prepare simple meals 2 Knows basic foods	1 Can plan meals for self and others
REFERENCES: IV - J L Pages 117, 119	III - B C D IV - J L Pages 66, 68, 70 117, 119	III - B C D IV - J L Pages 66, 68, 70, 117, 119	III - B C D K IV - J L Pages 66, 68, 70, 84, 117, 119	III - B C D K M N IV - J L Pages 66, 68, 70, 84, 88, 90, 117, 119	II - L N O III - B C D K M N O IV - J L V - J L Pages 48, 52, 54, 103 105, 119, 121, 123, 117, 146, 150

GOAL: INDEPENDENCE

B. TASK ORIENTATION, INITIATIVE, AND SOCIAL BEHAVIOR

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
1 Gets or carries familiar object 2 Can string large beads 3 Can unscrew lid with twisting motion or turn door knob 4 Can kick ball without falling 5 Can jump with both feet 6 Plays in company with others but does not yet co-operate with others 7 Recognizes man, woman, boy, girl	1 Can cut out pictures but not accurately 2 Builds elaborate structures with suitable materials (bricks, construction kits, etc.) 3 Can skip on both feet 4 Can throw ball hitting target (1'x1' - 1 1/2 yards away) 5 Uses playground apparatus in fairly safe and assured manner (swing, see-saw, ropes, etc.) 6 Enjoys entertaining others 7 Plays competitive games (e.g. hide and seek, tag, etc.) 8 Acts out stories he has heard 9 Plays simple table games (e.g. tiddley winks, dominoes, snakes, and ladders, bingo, etc.) 10 Engages in activities appropriate to sex role	1 Uses skates, sled, wagon 2 Goes on simple errands outside the house 3 Is trusted with money 4 Can pile paper, playing cards, etc. in a neat way 5 Can cut very accurately around outlines 6 Uses tools, kitchen utensils, garden tools 7 Plays cooperative team games and obeys rules 8 Carries out minor routine tasks without supervision, (e.g. emptying waste paper baskets; fetching water, milk or newspaper	1 Uses tools or utensils 2 Does routine household tasks 3 Does small renumerative work 4 Makes minor purchases	1 Does simple creative work 2 Performs responsible routine chores 3 Is left to care for self or others 4 Buys own clothing accessories 5 Plays difficult games 6 Engages in adolescent group activities 7 Goes out unsupervised in daytime	1 Has own spending money 2 Buys all own clothes 3 Looks after own health 4 Goes out at night unrestricted 5 Assumes personal responsibility 6 Provides for future 7 Purchases for others 8 Assumes responsibility beyond own needs 9 Has a job or continuing schooling
REFERENCES II - I IV - J L Pages 32, 117, 119					
REFERENCES: II - H I K III - E IV - J L Pages 28, 32, 46, 72, 117, 119		REFERENCES: II - G H I K III - E IV - G J L V - E Pages 26, 28, 32, 46, 72, 107, 117, 119, 138	REFERENCES II - G H I K III - E IV - G J L V - E G Pages 26, 28, 32, 46, 72, 107 117, 119, 138, 140	REFERENCES: II - G H I K P III - E J L IV - G J L V - D E F H K Pages 26, 28, 32, 46, 56, 72, 82, 86, 107, 117, 119, 136, 138, 142, 148	REFERENCES: II - G H I K P III - E J L IV - G J L V - D E F H K Pages 26, 28, 32, 46, 56, 72, 82, 86, 107, 117, 119, 136, 138, 142, 148

GOAL: INDEPENDENCE

C. COMMUNICATION

Level One	Level Two	Level Three	Level Four	Level Five	Level Six
1 Responds to name and "no-no" 2 Comprehends "bye-bye" 3 Echoes words or sounds (da da ma-ma, etc.) 4 Follows simple instructions 5 Marks with pencil or crayon 6 Recognizes hair, mouth, ears and hands when they are named 7 Identifies common pictures when named 8 Uses I, me, you, etc. in speech 9 Names one color 10 Understands orders containing on, in, behind, under, etc.	1 Says full name 2 Recites poem from memory or [illegible] song [illegible] by way of pictures 4 Draws with pencil or crayon 5 Prints simple words 6 Names penny, nickel, dime 7 Recites numbers to thirties 8 Tell left and right on himself (e.g. left arm, right ear) 9 Names the days of the week and recognizes some days 10 Understands differences between day-week, minute,hour, etc.	1 Uses pencil for writing 2 Can tell familiar story 3 Write numbers from 1 to 50 4 Names quarter, half dollar, etc. 5 Has learned to read 6 Writes own occasional short letters 7 Tells time to quarter hour 8 Can understand directions: upper left, bottom right, etc.	1 Reads on own initiative 2 Writes short letters 3 Makes telephone calls 4 Can retell short story that he has read	1 Enjoys books, magazines, newspapers 2 Communicates by letter 3 Answers ads, purchases by mail	1 Follows current events
REFERENCES: IV - H Page 109	IV - H I J K L M N Page 109, 115, 117, 119, 121	IV - A B C D E G H I J K L M N O P V - L Page 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 150	IV - A B C D E F G H I J K L M N O P V - L Page 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 150	IV - A B C D E F G H I J K L M N O P V - H K L Page 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 142, 148, 150	II - L P IV - A B C D E F G H I J K L M N O P V - F G I J K L Page 48, 56, 101, 103, 105, 107, 109, 115, 117, 119, 121, 123, 125, 138, 140, 144, 146, 148, 150

INDIVIDUAL DEVELOPMENTAL PROFILE

Teacher's Name _____ Child's Name _____

Developmental Level	A. Self Help				B. Task Orientation	C. Communication
	Dressing a	Mobility b	General c	Eating d	Motivation and Social Behavior	
					9	
					8	
					7	
					6	
Six					5	
					4	
		3			3	
	2	2			2	
	1	1	1	1	1	1
					7	
					6	
					5	
Five					4	
					3	3
		2		2	2	2
	1	1	1	1	1	1
					4	4
Four				3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
					8	8
					7	7
					6	6
Three					5	5
				4	4	4
	3	3		3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
					10	10
					9	9
					8	8
					7	7
Two					6	6
	5	5			5	5
	4	4	4		4	4
	3	3	3		3	3
	2	2	2	2	2	2
	1	1	1	1	1	1
		10				10
		9		9		9
		8		8		8
		7		7	7	7
One		6	6	6	6	6
		5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
	1	1	1	1	1	1

DEVELOPMENTAL LEARNING
Attainments
(Suggested Parent Report Format)

GOAL: INDEPENDENCE

Self Help

a. Dressing	Date
1. Pulls on socks.	
2. Assists in getting dressed (e.g. passes clothing).	
3. Removes and puts on simple articles of clothing.	
4. Unbuttons accessible buttons.	
5. Dresses self except tying.	
6. Fastens and adjusts his clothing (buttons, buckles, zips.)	
7. Undresses at night with little supervision.	
8. Dresses in the morning with little supervision.	
9. Puts on most ordinary articles of clothing.	
10. Goes to bed unassisted.	
11. Combs or brushes hair.	
12. Ties bows and/or shoe laces.	
13. Ties a tie or a hair ribbon.	
14. Selecting appropriate clothing.	
15. Exercises complete care of dress.	
16. Maintains clothes.	
17. Makes minor repairs or has them done.	

b. Mobility	Date
1. Rolls over.	
2. Sits unsupported.	
3. Pulls self upright.	
4. Moves about on floor.	
5. Stand alone Walks about.	
6. Goes about house and yard	
7. Walks upstairs unassisted	
8. Avoids simple hazards	
9. Walks upstairs both feet together on each step.	
10. Walks downstairs, both feet together on each step.	
11. Uses play vehicle of some kind.	
12. Walks upstairs one foot per step, without supporting himself.	
13. Walks downstairs one foot per step without supporting himself.	
14. Goes to neighbors and places nearby.	
15. Goes to school unattended. Requires little supervision playing outside house.	

	Date
15. absent for one hour or more.	
16. Moves about with others without much need for much supervision.	
17. Goes about neighborhood unsupervised, but does not cross streets.	
18. Goes about neighborhood unsupervised, crossing streets	
19. Moves about hometown freely.	
20. Uses available public transportation (local)	
21. Goes to nearby places. alone.	
22. Goes to distant points alone.	
23. Can locate dentist, physician and other health resources.	

c. General	Date
1. Grasps objects within reach.	
2. Reaches for nearby objects.	
3. Grasps with thumb and finger.	
4. "Toilet trained with infrequent accidents.	
5. Knows when he should go to the toilet and does so.	
6. Dries hands adequately without much assistance	
7. Cares for himself at the toilet, wipes himself and washes hands.	
8. Washes his hands with soap in an acceptable way	
9. Washes face more or less adequately.	
10. Brushes his teeth.	
11. Brushes and combs hair.	
12. Washes himself adequately and completely without much supervision.	
13. Prepares everything for washing himself (E.G. runs bath and assembles what is needed soap, wash cloth, towel, etc.)	
14. Maintains all aspects of personal hygiene.	
15. Selects and appropriately uses cosmetics grooming aids.	
16. Differentiates between major and minor medical problems.	

Self Help Cont.

d. Eating	Date		Date		Date		Date
1. Drinks from cup or glass assisted.		19. Knows basic foods		13. Enjoys entertaining others.		27. Does routine house hold tasks.	
2. Does not drool. Chews food		20. Can plan meals for self and others.		14. Plays competitive games (e.g. hide and seek, etc.)		28. Does small renumerative work.	
3. Drinks without spilling, holding glass in one hand.		Task Orientation		15. Acts out stories he has heard.		29. Makes minor purchases	
4. Eats with spoon.		1. Gets or carries familiar objects.		16. Plays simple table games (e.g. tiddley winks, dominoes, snakes, and ladders.)		30. Does simple creative work.	
5. Discriminates edible substances.		2. Can string large beads		17. Uses skates, sled, wagon.		31. Performs responsible routine chores.	
6. Unwraps candy.		3. Can unscrew lid with twisting motion or turn door knob.		18. Engages in activities appropriate to sex role.		32. Is left to care for self and others.	
7. Eats with fork.		4. Can kick ball without falling.		19. Goes on simple errands outside the house.		33. Plays difficult games	
8. Gets drink unassisted		5. Can jump with both feet		20. Is trusted with money.		34. Buys own clothing accessories.	
9. Serves himself and eats without requiring much help.		6. Plays in company with others but does not yet cooperate with others.		21. Can pile paper, playing cards, etc. in a neat way.		35. Engages in adolescent group activities.	
10. Pours liquids with some difficulty.		7. Recognizes man, woman, boy, girl.		22. Can cut very accurately around outlines.		36. Goes out unsupervised in daytime.	
11. Uses table knife for spreading butter, jam, etc.		8. Can cut out pictures but not accurately.		23. Uses tools, kitchen utensils, garden tools.		37. Has own spending money.	
12. Uses table knife for "cutting" without much difficulty.		9. Builds elaborate structures with suitable materials (bricks, construction kits, etc.)		24. Plays cooperative team games and obeys rules.		38. Buys all own clothes	
13. Eats with knife and fork, requires no help.		10. Can skip on both feet		25. Carries out minor routine tasks without much supervision (e.g. emptying waste paper baskets, fetching water, milk or newspaper.		39. Looks after own health.	
14. Pours liquids from pot or container.		11. Can throw ball hitting target (1'x1' - 1 1/2 Yards away)				40. Goes out at night unrestricted	
15. Cares for self at table		12. Uses playground apparatus in fairly safe and assured manner (swing, ropes, etc.)				41. Assumes personal responsibility.	
16. Uses knife for peeling fruit						42. Provides for future.	
17. Can select appropriate portions						43. Purchases for others.	
18. Can prepare simple meals				26. Uses tools or utensils.		44. Assumes responsibility beyond own needs.	
						45. Has a job or continuing schooling.	

C. Communication	Date		Date
1. Responds to name and "no-no"		18. Tell left and right on himself (e.g. left and right ear)	
2. Comprehends "bye-bye"		19. Names the days of the week and recognizes some days.	
3. Echoes words or sounds (da-da, ma-ma, etc.)		20. Understands differences between day-week, minute-hour, etc.	
4. Follows simple instructions.		21. Has learned to read.	
5. Marks with pencil or crayon.		22. Writes own occasional short letters.	
6. Recognizes hair, mouth ears, and hands when they are named.		23. Tells time to quarter hour.	
7. Identifies common pictures when named.		24. Can understand directions upper left, bottom right, etc.	
8. Uses I, me, you, etc. in speech.		25. Uses pencil for writing.	
9. Names one color.		26. Can tell familiar story	
10. Understands orders containing on, in, behind, under, etc.		27. Write numbers from 1 to 50	
11. Says full name.		28. Names quarter, half dollar, etc.	
12. Recites poem from memory or sings a song		29. Reads on own initiative	
13. Reads by way of pictures.		30. Writes short letters	
14. Draws with pencil or crayon.		31. Makes telephone calls	
15. Prints simple words.		32. Can retell short story that he has heard	
16. Names penny, nickel, dime.		33. Enjoys books, magazines	
17. Recites numbers to thirties.		34. Communicates by letter	
		35. Follows current event.	

TEACHERS COMMENTS:

Using the Remaining Sections

The sections entitled Psycho- Motor (Health and Family Life), Affective Domain (Socialization), Cognitive Domain (Academic Fulfillment), and Economic Usefulness contain the goals, the behavioral objectives, the techniques, and the resources are intended to be used after the teacher has determined the level of independence and identified the priority goals for each student.

In these sections, whenever appropriate, specific techniques and resources are identified by number with a behavioral objective. In cases where this procedure was not thought appropriate, the techniques and resources appear as a list of suggestions which may be useful to the teacher. At the beginning of each section of the Handbook (except Independence) the reader will notice, as part of the introduction to that section, a summary of the growth and development of children and youth appropriate to the section. This information may be useful in organizing more detailed observations of students as the teacher plans individually for each student.

Finally, it should be said that this Handbook was developed by teachers for teachers. It was not intended to be a curriculum guide, but rather, a tool for the special education teacher in the education of handicapped children and youth.

PSYCHO-MOTOR DOMAIN

HEALTH AND FAMILY LIFE

This section of the Handbook is divided into areas dealing with safety, development of the body, personal awareness and sexuality. Insofar as possible the objectives have been stated so that the teacher can, after determining the level of functioning of the individual, proceed to design a program to achieve the next level of functioning.

The growth and development characteristics of students which should be considered in using this section appear first.

GROWTH AND DEVELOPMENT

General Physiological Growth Patterns

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
Achievement in school is the function of the total growth of a child. When parents of a child are of divergent physical builds there may be a wide range in the different physical measurements of a child, i.e., ht., wt., etc. Emotional stress may also affect the physical growth of a child for as long as six months.	Slow growth with wide variations. Active, apt to fatigue easily.		Possible increase in weight, slow growth in height.

Neuro-Muscular Coordination (Motor Development)

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
Rides tricycle; climbs, does tricks; begins detailed construction with blocks; begins to use coordinated prehension more and more; skips.	In constant movement; balls bounced and tossed; likes to dig, play tag, wrestle, Likes to construct on a gross level, majority can skip rope	Jumps rope; catches ball; can hopscotch; gallops. May roller skate or ride bicycle; repeats performances persistently.	Stance and movement free while painting; learning soccer. Fine muscle work still taxing. Prefers tag to toys. Poor posture may occur at this time.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8
Slow steady growth	Rapid muscular growth.	Appearance of secondary sex characteristics.	Muscle now represents 40-45% of body weight.
Boundless energy apt to overdo.	Some signs of adolescence, particularly with girls.	Girls are beginning to fall behind in physical strength and endurance. Accelerated growth with many.	Interests and concern expressed about growing bodies.
Heart, lungs circulatory system almost mature.	Uneven growth of different parts of body.		
Girls frequently forge ahead in growth.	Boys may mature 2 years later than girls.		

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8
Shoots marbles; catches with one hand, hits at moving target; can roller skate and bicycle well.	Better control of own speed.	Posture apt to be slovenly.	Graceful in action but apt to be awkward in repose.
Swings hammer well, saws well, can use garden tools.	Beginning to work hard to develop physical skills.		

Rhythms

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
Likes to march music. Responds well.	Hopping, skipping, clapping, etc.	May desire dancing at this time.	Enjoys folk dancing of a dramatic nature. Rhythmic sense improving. Begins to be creative.

Hygiene

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
15 to 30% of group apt to have one or more handicaps (i.e., dental, eye, ear, nutrition) that will interfere with school progress. Sleeps about 11 hours. Careless of clothes.	Correct food, rest and elimination should be functioning without close supervision. Can dress self--frequently dawdles.	Should be able to abide by minimum safety precautions. Drops clothes; may throw them about.	Should be able to bathe self. Often a period of dental neglect. Slow and distractable about dressing.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
High appreciation of athletics.				Social dancing a "must".

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
May hang clothes. Can dress rapidly. Can generally care for physical needs. Some interest in combing hair. Heart may be subject to strain.	Should be aware of personally following precautions about colds, and spreading infectious disease. Is now capable of following medical advice.	Immunity to communicable diseases fairly well established.	Now capable of good personal hygiene habits. Need 8-9 hours of rest. Periodic medical examination a must during this period. Incidence of TB high with this age group.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
A. To walk safely	1. Read signs: Stop, Go, Yield, R.R., Caution, Walk, Don't Walk, Exit, Red Light, Caution Light, Red Lantern, Siren.	1. Flash card recognition drill. Use models of signs or get signs actually used.
	2. Recognize safety people.	2. Show pictures of safety people. Include pictures of non-safety person, identify as stranger. Role playing-refusing ride or walk with stranger.
	3. Walk on sidewalks and cross streets.	3. Practice Develop charts to organize routes: Go to the corner. Wait for the walk light Walk inside white lines. Walk to the right. Do not run. Do not touch fallen wires
	4. Walk in school building.	4. Practice in halls and on stairways using right sides of both using hand rails.
B. To ride safely	1. Enter and leave bus or car.	1. Practice in groups of five.
	2. Sit down.	2. Practice sitting for at least five minutes.
	3. Fasten safety equipment.	3. Practice.

Resources	Teacher Notes
1. Flash card, actual sign near school and classroom.	
2. Pictures of safety people and non-safety people. Uniforms of safety people. Policeman, safety patrol. Classroom.	
3. Sidewalks around school building and surrounding area. School grounds - surrounding area.	
4. Records, slides, films, stories, tapes, bulletin boards to illustrate skills 1 - 4. School building.	
1. Bus Car	
2. Chair, Bus driver, and classroom	
3. Car seat or chair (both releases; pull and button) Classroom Car	

PSYCHO-MOTOR DOMAIN

GOAL: **HEALTH AND FAMILY LIFE**

	Specific Objectives (The Student Can)	Techniques
B. (Continued)	4. Keep head and extremities inside windows of bus and car.	4. Role play
	5. Ride a bike without injury to others or self.	5. Have a pupil report on city safety code for bicycles. Practice - using both hands, both feet, hand signals, basket for carrying articles, traffic rules, crossing streets, parking. Pictures of proper procedure
	6. Get transportation: Taxi, bus, train, airplane.	6. Role play: Calling proper station for information; getting to station, buying ticket. Field trip to various stations.
C. To play safely	1. Keep toys and clothing in proper places.	1. Role play.
	2. Identify unsafe things: medicines old refrigerators electrical outlets guns	2. Identify poison sign (skull and crossbones) Practice putting out matches and breaking. Practice safe use of simple tools. Test doors on refrigerator. Don't get inside.
	3. Use roller and/or ice skates without injury to others or self.	3. Have pupils demonstrate safety rules when on roller or ice skates.

Resources	Teacher Notes
4. Records, slides, films, stories, tapes, bulletin boards, bus driver.	
5. Bikes - safety of brakes, tires, bars, basket, etc. School grounds, areas around school.	
6. Telephone directory, telephone. Classroom. Bus station, train station, airport.	
1. Places for toys and clothing. Classroom Stairways	
2. Bottles with poison sign, matches scissors, hammer, nails, screw driver. Science Teacher Janitor or maintenance man. Classroom Home	
3. Pictures illustrating all areas of safety. Recreation director Gym, ice pond.	

II C

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
C. (Continued)	4. Use gym equipment	4. Demonstrate and practice. Appoint a committee to replace equipment in storage area.
	5. Use antiseptic and apply band aid.	5. Role play first aid procedures for simple cuts, bruises, burns, scratches, nose bleed.
	6. Follow rules of games.	6. Play games following rules. Demonstrate dangers to others when rules are followed. (Relay game - may collide with runner if child starts before runner completes lap.)
	7. Play safely on playground equipment	7. Pupils demonstrate safe use of play equipment
	8. Use protective equipment in sports.	8. Demonstrate using protective equipment when participating in sports.
	9. Apply tourniquet, different kinds of bandaging, digital pressure, splints, and administer shock treatment.	9. Demonstrate
	10. Obtain parental permission before accepting social invitation with friends.	10. Role play - attention to ulterior motives of some people and consorting with strangers.
	11. Report accidents at school to principal or in neighborhood to an adult.	11. Report accidents to adult personnel.

Resources	Teacher Notes
4. Gym teacher, Recreation Director, Gym	
5. First aid kit School Nurse Classroom Health Center	
6. Games	
7. Records, slides, films, stories, tapes, bulletin boards	
8. Equipment	
9. First Aid Handbook Nurse Physical Education Teacher Classroom	
10. Posters, pictures, classroom	
11. Principal, adults.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
C. (Continued)	12. Report to parents the place he will be playing.	12. Role play Make booklets and posters illustrating safety practices.
D. To practice water safety	1. Obey pool regulations	1. Practice in pool
	2. Exercise safe conduct in boats.	2. Role play-sitting, using safety equipment.
	3. Avoid unsafe ice.	3. Role play skating on unsafe ice.
	4. Use sunburn prevention oils.	4. Role play - use of oils, over exposure to sun.
	5. Assist drowning victims.	5. Practice procedure for helping drowning victim.
	6. Administer mouth to mouth resuscitation.	6. Use artificial Annie
	7. Apply medicine for sunburn, windburn.	7. Demonstrate how to apply.
	8. Explain danger of electricity and water combination.	8. Demonstrate
	9. Bait fish hook and use fishing poles	9. Demonstrate dangers of mishandling fishing equipment.
	10. Put on skis, get up on skis, and recover from fall.	10. Demonstrate and list do's and don'ts of proper skiing.

Resources	Teacher Notes
12. Classroom	
1. Necessary equipment. Physical Education Teacher. Pool.	
2. Safety equipment Person from sports store Classroom	
3. Skates, skating rink Classroom	
4. Films, bulletin boards to illustrate water safety. Outdoor pools Classroom	
5. Swimming teacher, pool.	
6. Red Cross	
7. Transparency of directions	
8. Water tank and radio Science teacher	
9. Fishing equipment Fisherman Classroom	
10. Water skiis, safety belt, Skilled skiier, lake, Classroom.	

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
D. (Continued)	11. To sit down in boat and start motor and/or use oars.	11. Role play proper way to car. If possible practice starting motor.
	12. Ride in sailboat.	12. Demonstrate.
E. To be safe in a storm	1. Read and/or follow instructions for protection from tornado.	1. Practice getting under chairs, tables, desks, away from windows, tornado shelters; lying face down outdoors.
	2. Read and/or follow instructions for protection from thunder storms.	2. Practice getting away from trees; lying face down if no shelter is near.
F. To practice fire safety	1. Control fire from a match.	1. Practice ways to make sure match is out. Practice safe distance from fire. Practice proper ways to put out fires. Participate in Fire Prevention Week Marshmallow roast.
	2. Participate in fire drills.	2. Practice procedure for fire drills in your building. Practice rolling to put out burning clothing.
	3. Get help in case of fire in school or home.	3. Know telephone number of Fire Department and practice dialing it and reporting place of fire.

	Resources	Teacher Notes
11.	Oars, motor boat, canoe in a pool. Experienced boatman. Classroom, Lake	
12.	Sailboat or model	
1.	Classroom Tornado shelter	
2.	Playground	
1.	Matches Classroom School grounds or camp area. Posters, packets.	
2.	Building Fire Marshall. School Building	
3.	Records, slides, films, stories, Bulletin boards. Fire safety	

II F-G

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
F. (Continued)	4. Locate route to safety shelters and recite rules for getting there safely.	4. Practice going over route before actual drill. Develop rules for getting to shelter safely and quickly.
	5. Locate fire extinguishers, alarm boxes and telephones for emergency use.	5. Demonstrate use of fire extinguishers. Demonstrate how to turn in fire alarm box. Show location of street alarm boxes Explain how to use.
	6. Extinguish grease, gasoline and clothing fires	6. Role play.
G. To use tools safely	1. Use hammer and nails	1. Practice pounding nails into boards. Make simple box. Caution: Keep eyes on nail head, keep nails out of mouth. Hammer gently until nail is started.
	2. Use saw	2. Practice sawing board with small saw; coping saw. Caution: Keep fingers clear of sawing area. Keep sharp edges away from person.
	3. Use screwdriver.	3. Practice putting screws into wood. Use nail hole for easy starting.
	4. Use Vise	4. Practice putting board into vise and tightening jaws, clearing fingers from jaw.

Resources	Teacher Notes
4. Air-raid shelter.	
5. Fire extinguishers School Building Model of alarm box Alarm box on wall or building. Streets having alarm boxes.	
6. First-aid Kit, filmstrips. School nurse, conservation personnel Classroom	
1. Hammer, nails, boards, Shop teacher, shop, classroom.	
2. Boards, coping saw, small saws. Shop teacher, classroom, shop.	
3. Boards, hammer, nails, screws, screwdriver. Shop teacher, shop, classroom.	
4. Boards, vise Shop teacher, shop	

PSYCHO-MOTOR DOMAIN
GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
G. (Continued)	5. Use common household equipment--can openers, knives, razors, all sharp or pointed instruments.	5. Demonstrate proper handling of household equipment
	6. Handle inflammables in bottles and cans.	6. Read instructions on bottles and cans. Develop list of safety rules to follow when handling inflammables and aerosol cans.
H. To improve body mechanics	1. Move body in twisting, turning, falling and rolling exercises.	1. Have child stand in own space. Without moving feet look north, south, east, west. List parts of body which moved (trunk, spine, hi knees, shoulders). Instruct children to practice at home.
	2. Maintain correct head position.	2. Sit with head and back erect. Turn head and neck to right touching chin to shoulder. Repeat to left. Stand with back to wall, Touching buttocks, shoulder and back of head. Heels few inches out from wall. Raise chest, flatten lower back, pull in abdomen and press back of head against wall. Hold for count of five.

Resources	Teacher Notes
5. Can opener, knives, razors, shears. Classroom Home	
6. Cans: lighter fluid, cleaning fluid, gasoline, aerosol. Classroom, home.	
1. Floor space for each child. Blackboard - chalk. Printed list of words. Handout sheet with directions and chart for recording number of practices at home.	
2. Floor space for each child to lie down.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
4. (Continued)	3. Strengthen abdominal wall.	3. Lying on back, hands behind head, flex knees - slide heels along floor until they touch buttocks. Keep back flat. Lying on back, legs extended, feet together with heels on floor, hand at sides. Raise legs so heels are off floor, hold three counts, drop to floor. Repeat three times.
	4. Improve foot flexibility and tonus	4. Lying on back on floor flex and abduct knees, placing soles of feet together. Sitting position, knees flexed feet together and flat on floor place hands on floor behind back, raise sole of feet, keeping toes and heels on floor.
	5. Jump lightly using both feet.	5. Do small jumps up and down in place. Do three small jumps, one high jump, lie down and roll over.
	6. Curl and extend body.	6. Demonstrate how to curl up bending all joints -- return to stretch out position. Curl up slowly, extend slowly. Curl up slowly, extend out as wide and fast as possible.

Resources	Teacher Notes
3. Space for each child to jump in place and to lie down and roll over.	
4. Space for each child to expand to full arm and leg width.	
5. Space for each child to jump in place and to lie down and roll over.	
6. Space for each child to expand to full arm and leg width.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
H. (Continued)	7. Climb a rope using hands and feet.	7. Pupil grasps rope and pulling self up climb the rope as high as possible using hands and feet.
	8. Climb a rope using only hands.	8. Same as above only use hands alone.
I. To increase body movement.	1. Hang by his arms from a bar.	1. Student is lifted or moves from the chair to a fully extended hanging position with feet clear of the floor Grasps bar with knuckles toward face, thumbs under the bar. Steady the subject so that he hangs perfectly still. Elbows and knees must not be bent. Be sure hands are dry, steady child to allay fears. If he falls, quickly repeat the procedure.
	2. Jump vertically at least 20 inches.	2. Teacher climbs ladder or stool and holds pointer horizontally against scale at a height he thinks the subject can jump and reach. Student stands almost directly under the bar. Student bends knees and lowers arms before making forceful leap upwards. Jumps and attempts to touch pointer with preferred hand.

Resources	Teacher Notes
7. Suspended rope. Space for free movement. Rope marked in 1 ft. graduations.	
8. Suspended rope. Space for free movement. Rope marked in 1 ft. graduations.	
1. Adjustable bar or rod about 1½" in diameter. Gym mat placed under bar. A chair. A stopwatch or timer	
2. A scale marked or mounted on the wall with horizontal lines every half inch from 20 to 100 inches above the floor. Stepladder or stool, rubber tipped pointer stick about 24" long and 1/2" in diameter.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
1. (Continued)	3. Run 300 yards	3. Student starts from a standing position, leanin forward with front foot behind starting line. Tell student to run as fast as he can around track until you say, "stop". Student runs around track six times. Be sure student has rubbe soled shoes - encourage him to run but let them walk if necessary. Praise and encourage!
	4. Roll, catch, bounce and throw a 10" rubber ball.	4. Push ball around body using feet and hands. Balance on top of ball, spin around, bounce. Roll on ball. Bounce ball around body Toss ball in air and catch. Throw ball, run and pick it up. Push ball down a line with head, hands, feet.
	5. Run on lines shaped like letters of the alphabet.	5. Direct child to run quickly and lightly on a straight line. Take partners and runnin together make letter "Z" Choose another letter having straight lines. Choose letter with both curved and straight lire (such as R).

Resources	Teacher Notes
3. A stop watch or timer. Rectangular course 50' x 25' with a 5' running lane around outside. Running lane should be bordered by chairs, boxes or walls to assist student in staying on course. Flags on each inside corner are also helpful.	
4. Rubber balls, 10" diameter, one per student.	
5. Winter: gym floor marked into alphabet with masking tape. Spring and Fall: grass marked with football field making material.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
I. (Continued)	6. Maintain balance when changing direction and pace.	6. Walk to black line-suddenly run to white line - stop before crossing over line stop - turn - run back to black line - change to walk - walk slowly back to starting line. Choose partner - run again using short quick, strong steps. Lean while changing pattern.
	7. Change visual focus when playing a running game.	7. Children line up at black line - run as fast as possible to opposite line (60 feet standard softball distance). Return but look toward teacher (positioned to one side) rather than toward goal.
	8. Perform different arm movements.	8. Demonstrate quick strong movements of thrust, Demonstrate slash, snap. Discuss how these two arm movements are used in hammering, volleyball serve, kneading bread, etc
	9. Walk the 600 yard course in as short a time as possible.	9. Provide layout, demonstrat
	10. Run the 600 yard course in as short a time as possible.	10. Pupil walks. Pupil runs.

Resources	Teacher Notes
6. Lines twenty feet apart-marked black and white. Dotted zig-zag lines between the two lines.	
7. Diamond marked off as a baseball field 60 feet if possible, but 20 feet if necessary.	
8. Hammer and Nails, Volleyball, Whip, Rug, etc.	
9. Floor space or outdoor area for layout. Stop watch.	
10. Floor space or outdoor area for layout.	

PSYCHO-MOTOR DOMAIN

GOAL: **HEALTH AND FAMILY LIFE**

	Specific Objectives (The Student Can)	Techniques
1. To maintain body condition.	1. Perform arm calisthenics.	1. Thrust arms forward and up, arms out, palms out Return to hips. Extend arms even with shoulders. Thrust arms upward. Bring arms even with shoulders - return Extend arms even with shoulders. Raise shoulders high, rise on toes. Place arms across body, stand flat on feet - return. Raise arms even with shoulders. Rotate arms from shoulders, straight out arms - return.
	2. Perform leg calisthenics.	2. Squat, bend knees - return Bend left knee to chest return. Bend right knee to chest - return. Raise left leg - return Raise right leg - return Run in place, lifting legs high - return.
	3. Perform upper trunk calisthenics.	3. Turn upper trunk left return. Turn upper trunk right return. Bend trunk left - return Bend trunk right - return Bend trunk left. Bend trunk backwards. Bend trunk right. Bend trunk forward. Rotate trunk from waist return.

Resources	Teacher Notes
1. Floor space for each child. Chart showing the exercise in each position.	
2. Floor space for each child.	
3. Floor space for each child. Chart showing the exercise in each position.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
J. (Continued)	4. Perform neck calisthenics.	4. Bend neck to left - return Bend neck to right - return Bend neck forward - return Bend neck backward - return Bend neck left. Bend neck backwards. Bend neck right. Bend neck forward. Rotate head - return.
	5. Do exercises to increase leg strength.	5. Sit in cross-legged position with feet close to body and as nearly ⊥ to floor as possible. Stand without changing the position of the feet and without touching the floor with any part of body except the feet. Repeat exercise without stopping increasing time up to 10.
	6. Do exercises to strengthen the abdominal muscle.	6. Lie flat on back with knees flexed. Have partner hold feet child brings self forward to a sitting position. Teach child to exhale on each forward curl. Continue with exercise without having partner hold feet down.

Resources	Teacher Notes
4. Floor space for each child.	
5. Floor space for each child. Chart showing the exercise in each position.	
6. Floor space for each child.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
J. (Continued)	7. Do exercises to increase the strength of trunk and thighs.	7. Lie on back with leg straight and toes point arms at side. Drum floor with heels five times. Repeat increasing nu beats until child ca twenty. Repeat having child drum patterns. (... . _____ . . .) Make up other patter
	8. Do exercises to increase the strength of the arms.	8. Start in a squatting position. Place one hand on floor and other on hip. Walk feet away from body until body is a inclined plane (straight line). Walk in complete circle around the supporting hand. Reverse - using other hand.

Resources	Teacher Notes
7. Space for each child to lie down. Drum.	
8. Floor space adequate for each child to perform the exercise.	

II J

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
J. (Continued)	9. Perform combination calisthenics.	9. Right knee on floor Hands touching floor return. Left knee on floor Hands touching floor return. Bend left, touch heel keep knees straight, return. Bend right, touch heel keep knees straight, return. Raise left leg, touch with left hand - return Raise right leg, touch with right hand - return Raise arms outward toward shoulder level while raising on toes. Clap hands overhead with elbow straight. Lower arms to shoulder level with palms up - return.

Resources

Teacher Notes

9. Space for child to stand arm's length away from next child.

Teaching procedures for calisthenics:

a. When introducing each exercise, name and describe it, explain its purpose and demonstrate its movements, in proper count. Then have the class follow you.

b. Once the children begin each exercise, move around to observe and coach them. If necessary, appoint a class leader to go through the proper movements and call the proper count in front of the class when you do this. Give all commands in a formal manne

c. Make the opening exercises mild, and gradually work up to those which are more difficult and require more movements and vigor.

d. Have the class do a set of various exercises, including those for the neck, upper trunk, arms, legs and combination exercises at each calisthenics period.

e. Do not have the class do the same calisthenics for more than several minutes during the same period.

f. Do not have the class do too many calisthenics which exercise the same body parts too much in succession during the same period.

g. Do not allow any child to strain himself.

II J-K

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
J. (Continued)	10. Do pull-ups.	10. Place bar so that pupil can hang with arms and legs fully extended and feet are free of the floor Pupil assumes position, raises body by his arms until chin can be placed over the bar and then lowers his body to the hanging position. Repeat the exercise as many times as possible.
K. To understand social role of student in the family.	1. Describe family composition and discuss the relationship of responsibilities to differing family types.	1. Use pictures and slides depicting various kinds of home duties.
	2. Discuss the purpose of a home group in terms of protection and security.	2. Adapt flannel board transparencies slide and photos to review family relationships. Role playing, various family members' roles.
	3. Discuss the adult-child and sibling relationships and contributions each member makes.	3. Discuss the advantages for a family to divide the labor among the family members.
	4. Describe how the size of the family may reflect a different mode of responsibilities and the age at which such responsibilities may be undertaken.	
	5. Discuss the concept of reinforcing others in the family.	

Resources	Teacher Notes
10. A horizontal bar approximately 1½" in diameter. If no regular piece of equipment is available a ladder adequately braced may be used.	
1. Flannel Board, Magazine Pictures, Transparencies, and Slides.	
2. Slides, Pictures, and Bulletin Board.	
3. Flannel Board, Transparencies, Slides, Pictures, Bulletin Board, and Student suggestions.	
4. Films, Stories, and Doll family.	

II L

PSYCHO-MOTOR DOMAIN

GOAL; HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
L. To be aware of self in relation to others.	1. Discuss the concept of family.	1. Take a camera home and take a picture of family. Bring pictures of family to school. Draw pictures of his/her family. Scrapbook of family.
	2. Identify different family structures a family without a father a family without a mother a foster family an adopted family families of different sizes	2. Take a camera home and take a picture of family. Bring pictures of family to school. Draw pictures of his/her family. Scrapbook of family.
	3. Define family terms brother, sister, aunt, uncle, grandfather, grandmother, mother, father, cousins.	3. Stories. Role playing. Play activities where there is an opportunity to influence others - choice of a playmate choice of a game choice of a social activity.

Resources	Teacher Notes
1. Slides, Movies, and Transparencies.	
2. Films and News clippings.	

II M

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
M. To understand physical changes and understanding of self.	1. Identify the following as they relate to the physical sexual differences between boys and girls. Boys a. genitals b. penis c. testes d. scrotum e. rectum (associate with slang expressions of the group) Girls a. breasts b. vulva c. labia d. vagina e. uretha f. rectum	1. Utilize slides, group discussion, acknowledge the slang terms by incorporating their use in discussions with a more appropriate selection of terms. Use techniques prescribed by local district.
	2. Discuss the following in terms of <u>like</u> sex and <u>opposite</u> sex. Boys Activities sports toys Dress Girls Activities sports toys Dress	2. Puppets, and Role Playing.

Resources	Teacher Notes
1. Newspapers, Slides, and Want ads. Use resources of local district.	
2. Films, Slides, and Puppets.	

II N

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
N. To be aware of individual differences.	1. Compose the differences and likenesses among people as to: height weight size appearance	1. Compare members of a family (class member) Keep a record of the height of and weight of classmates.
	2. Describe the differences and likenesses among people as to personality characteristics.	2. Have students describe the type of person with whom they would like to play. Role playing.
	3. Identify family likenesses as to size and appearance.	3. Obtain pictures of members of a family and have students identify the classmate with their family members.
	4. Describe body changes that take place throughout life.	4. Invite a boy or girl from different age groups to come to class - record their measurements - this will illustrate the natural pattern of growth.
Continuation of 4 b. Girls (1) Growth earlier than boys (2) Breast development (3) Hair growth in pubic area, arm pits (4) Broadening of hips (5) Skin (6) Voice pitch (7) Development of reproduction system. (8) Demonstrate the ability to estimate the beginning date of their menses. (9) Demonstrate hygienic care and the appropriate use of the following: Sanitary napkins (all models) Sanitary belt Deodorant powder Panties with protective padding Use of Bidettes Disposal of soiled napkins	a. Boys (1) Broadening of shoulders (2) Growth of hair on face, pubic hair, and arm pits. (3) Skin (4) Muscular development (5) Growth spurts (6) Change in voice (7) Development of reproduction system (8) Erections (9) "wet dreams"	Keep calendar for each girl initially. Have a list of all the necessary items to aid in the instruction.

Resources	Teacher Notes
1. Transparencies used to demonstrate growth from year to year.	
2. Films, Slides, and Transparencies.	
3. Films, Pamphlets, and Slides.	
4. Slides, Weight scale, Films, Models, and Public Health Nurse.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Teacher Notes
0. To understand peer group relationships.	1. By his behavior demonstrate respect for others.	1. Utilize daily activities, field trips, confrontations within the classroom, the teacher may point out his/her wallet as things that are personal. Role playing and Puppets.
	2. Discuss the influence of peer expectations.	2. Discussion, role playing, talk about things they do for their friends - things their friends do for them. Talk about fads as they relate to clothing, popular sayings, etc.
	3. Demonstrate the kinds of behavior that may result in positive peer and group relationships.	3. Offer opportunities for the class and individual members to practice such behaviors as: visiting a sick classmate sending a card to someone who is ill remembering a birthday of a friend or a classmate by a card or party

Resources

Teacher Notes

1. Films, and Slides

11 P

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
P. To accept change.	1. Identify changes in others as it relates to: interest activities abilities role (masculine, feminine) responsibility appearance	1. To enhance the awaren of general changes in others some of the follow-ing questions may be . a. What kind of games very small childre like to play? (Sho a picture of a tod. b. What kind of games boys and girls lik to play when they old enough to star school? c. What do boys and girls <u>your</u> age like to play Where do they like go? d. What do your older brothers and sister s do in their free time? What kind of work do they do? 2. Group Discussion - via slides, charts, films. <u>Note</u>: Be sensitive to the level of maturity and sophistication of the students - with some students considerable teaching and counselin may have to be postpon until circumstances warrant such instituti Keep an open ear and provide answers when possible as students ask questions.

Resources	Teacher Notes
1. Films, Slides, and pictures of current trends or fads.	

PSYCHO-MOTOR DOMAIN

GOAL: HEALTH AND FAMILY LIFE

	Specific Objectives (The Student Can)	Techniques
Q. To have knowledge about pregnancy and other sex-related topics.	1. Discuss the importance of medical care during pregnancy.	1. Use films, slides and utilize slang terms whenever necessary in conjunction with those accepted in the medical world.
	2. Discuss childbirth.	
	3. Identify: masturbation homosexual heterosexual indecent exposure Venereal Disease cause how spread treatment results abortion adoption birth control vasectomy	

Resources	Teacher Notes
1. Public health nurse and Obstetrician.	
2. Public health nurse, Obstetrician, and Films.	

AFFECTIVE DOMAIN

SOCIALIZATION

Man is a social being. His actions and interactions with others are the results of behavior that he has learned. These positive and negative behaviors relating to communication, self care and self discipline are learned and reinforced by other children and adults.

In order for the exceptional child to gain love, understanding and acceptance he must be taught those behaviors that are socially acceptable. Since many of the clues to these behaviors are so subtle that he fails to see them, the clues must be specifically taught to him. The teaching must be supportive and consistently reinforce the positive behavior.

The growth and development characteristics of students which should be considered in using this section appear first.

GROWTH AND DEVELOPMENT

Emotional Behavior

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
Upset by sudden change of routine. Extremes of fear, joy, affection, anger, shyness, aggressiveness. Behavior reflects family relationships, but are amendable to change.	Learning to share affection. Beginning to identify male and female roles in society. Beginning to interact adequately with own age group.		Robust sense of humor. Learning to clarify sex role, hence frequently hostile attitude toward opposite sex.

Ethical Behavior

4-9 to 5-8	5-8 to 6-8	6-8 to 7-8	7-8 to 8-8
Rapid alteration between "good" and "bad" behavior. May blame others for misdeeds. *Note: "good" and "bad" interpreted by children in light of their socio-economic differences.	More interest in acting and dressing like peer group; choice of friends apt to be influenced by social and economic status.	"Hard loser". Quick to "tattle" on breaches of ethical code as child is just beginning an awareness of a fair sense of play.	Sense of humor marked. Can accept more responsibility for acts. Can follow directions more readily.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
Keenly affected by success or failure. Tends to be individualistic. Has generally gained understanding and control of fears. Perfectionist--discourages easily and will lose interest in task.		Emotional outbursts less frequent. Self-conscious, shy, introspective. Becoming critical changeable, rebellious, uncooperative yet is striving to project own unique personality.		

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
Evidence of guilt feelings common. Begins to think in terms of "right" and "wrong". Decided interest in fairness and ethical standards of teacher.	Body and spiritual bewilderment common. Increasing awareness of moral code, yet may support sibling or friend in a lie.	Increasing responsibility for conduct.	Beginning to assert and develop own sense of values.	Ready to discuss social issues. Wage earning desired by many.

Play Activities and Interests

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
May play in one location for long periods.	Likes to use materials and ideas related to his immediate environs, i.e., home, community.	Curiosity marked about differences between sexes.	Very dramatic with descriptive gestures.
Boys and girls play together in small groups without much identification of sex differences.	Interest in TV, movies comics, radio, puzzles, "gadgets".	Apt to "gang up" on another child.	Marked response to group approval.
Play is not well organized.	Much imaginative play.	Likes to be sociable; at times very active and other times very inactive.	Learning to play parchesi, checkers, dominoes, cards, bingo.
	Beginning of "collections".	Beginning of "dramatic" age.	Likes to construct manipulate and demonstrate his skills.
			Not ready for complex rules.
			Fond of team games; apt to have a "best friend".
			As a whole learning to cooperate better with the group.
			Antagonism between sexes beginning to occur.

Eating Habits

4-9 to 5-8	5-9 to 6-8	6-9 to 7-8	7-9 to 8-8
Fair appetite; talks at meals; can help set table; likes meat; raw vegetables, potatoes, milk, fruit.	Refuses food at times; breakfast is apt to be the poorest meal, manners are poor at table; dislikes cooked vegetables; refuses a napkin; stuffs food in mouth.	Fair use of fork; likes dairy products; manners improving, may still bring toys to table; demonstrates extremes in appetite. Apt to talk with mouth full.	Excellent appetite; loves certain foods; manners will vary; begins to cut meat well, more aware of table manners.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
Greatest range of diversified interests begins to develop here, i.e., hobbies, type of play, etc.	Gang impulse particularly strong during this period.	More conscious of adult roles.	Interest in opposite sex.	Interest in occupations.
Accepts responsibility for pets.	Need for clubs and organizations.	Exploratory period of adult roles.	Shift and change of friends is frequent.	Interests beginning to stabilize.
Can accept group criticism.	Interested in other people's ideas.		Desires to conform to own age group.	
Moving from fantasy to reality, i.e., action, adventure, strong interest in foreign and primitive societies.	Ready to assume more freedom in the use of leisure time.			
	Interests: travel, adventure, science, exploration.			
	Peak interest in comics.			

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
Intake of food fairly balanced; good control of implements, eats a near adult meal.	Appetite enormous and often capricious.			Voracious appetite.

III A

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
A. To learn to dress independently	1. Put on underclothing, socks, shoes, outer clothing, boots, rubbers. 2. Choose appropriate clothing according to the weather. 3. Care for clothing.	Demonstrate & practice how to put on clothes, underclothes and other clothes; demonstrate & practice how to put on shoes, boots & rubbers; demonstrate & practice how to put on outer garments; permit children to use adult-sized clothes for practicing with buttons and zippers; use button, zipper & snap boards for practice; use adult-sized shoe mounted on board for children to practice tying shoelaces; demonstrate & practice how to take off clothes; demonstrate and practice how to store clothes on hook, hangers and in drawers when they are clean and have not been worn; show examples of outdoor clothing & role play-choosing the correct items of clothing; demonstrate & practice how to store dirty clothes; and demonstrate & practice how to put away newly washed clothes.

Resources

Children's clothing, children's shoes & boots, adult-sized clothing, (button, zipper and snap boards, teacher-made or purchased), hooks, hangers or drawers, hampers, drawers, linen closets, and clothes closets.

Teacher Notes

III B

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objective (The Student Can)	Techniques
B. To learn table manners	1. Use eating utensils. 2. Drink from a glass. 3. Use a table napkin. 4. Pass and serve food. 5. Select an appropriate portion of food for himself. 6. Drink out of a carton of milk. 7. Suck through a straw. 8. Set a table properly.	Use hot lunch programs for demonstrations and practice; prepare and serve a variety of types of meat--picnic, formal and informal; take children to restaurant for a meal; and have children practice setting a table.

Resources	Teacher Notes
Eating utensils, table, food, hot lunch program, restaurants, kitchen, filmstrips, and movies.	

III C

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objective (The Student Can)	Techniques
C. To learn manners	1. Say "please" and "thank you".	Verbally teach child to say the words "thank you"; teacher will say thank you whenever it is appropriate; teach words to the Thank You song; play game--"Giant Steps" (Instead of saying "May I?" before child moves, have him say "thank you"); give verbal praise anytime you hear the child say "thank you" to others; role playing; and write simple letters, invitations and thank you notes.
	2. Extend invitations.	
	3. Send letters and thank you notes.	
	4. Gain attention appropriate to situation.	
	5. Sit properly on a variety of chairs.	
	6. Control volume of voice.	

Resources

Pictures, duty roster, home activities, and list from parents.

Teacher Notes

III D

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objective (The Student Can)	Techniques
D. To be independent	1. Follow routines.	Show and Tell time and "Not to Tell" time; discuss the days activities every morning as to what is going to be done that day. Involve the students in determining objectives; have children draw sequence stories to take home; discuss days activities with parents; and role playing--acting out situations: a) talking when teacher is reading. b) riding a school bus. c) playing during rest time. d) attending an assembly. e) lunch room. f) when visitors come into room. g) going shopping. h) going to laundromat. i) errand to the office j) behavior on a play ground. k) practice fire drills
	2. Determine own activities.	
	3. Follow directions.	
	4. Identify the purpose of routine.	
	5. Identify the purpose of following directions.	
	6. Be independent and determine the consequences of independent choices.	

Resources

Teachers, students, parents, home, school, movies, community, charts, television, pictures, puppets, filmstrips, and overhead transparencies.

Teacher Notes

III E

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objective (The Student Can)	Techniques
E. To be cooperative in activities	1. Take turns with play equipment. 2. Share toys.	Positively reinforce cooperative activity whenever it occurs; and ask parents to require that toys be put away at home and that play equipment is shared.

Resources

Pictures, duty roster,
playhouse, toys, and parents.

Teacher Notes

III F

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
F. To show respect for authority	1. Identify roles of authority figures in: a. home b. school c. community d. state e. country	Visiting of persons in authority: Police Chief Principal Teacher Janitor Bus Driver; Make bulletin board displays showing why these persons are necessary; Drawing pictures showing various roles of persons in authority; and Role playing of roles including: Mother Father Big Sister Toddler Brother Conservation officer Policeman Fireman Mayor President Principal Teacher Janitor

Resources

Bulletin board,
pictures, policeman, etc.

Teacher Notes

III G

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
G. To be cooperative	1. Determine when he should/can listen, talk, play and work.	Show and tell time;
	2. Play with one child for 15 minutes.	Reading stories about cooperative play;
	3. Play in groups of five children for 15 minutes.	Showing pictures of cooperative play;
	4. Take turns during group games without adult supervision.	Games requiring sharing in small and large group activities;
	5. Demonstrate through his behavior respect for others	Taking turns in group activities: Painting pictures Going to the library Going to the lavatory Going to the book shelf Playing record player Playing dolls and toys Going to chalkboard Going to water fountain;
	Techniques Con't.	Discussion of classroom rules and regulations;
	Not interrupting when another child speaks;	Group planning of classroom rules;
	Helping others with classroom chores;	Demonstration showing lack of cooperation role playing;
	Difference between tattling and reporting harmful activities; and	Explain purpose to children;
	Teaching the child to take turns.	Play popular games with children. Eraser games;
		Learn proper table manners;

Resources

Record player, paints,
film strips, library,
playground equipment,
brothers, sisters, mother,
father, records, friends,
jigsaw puzzles, school,
community, home economics room,
classroom, and home.

Teacher Notes

III H

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
H. To show respect and care for property	1. Care for personal property.	Discussion by example on how to clean up after all activities;
	2. Care for community property.	Hanging up clothes in designed area in classroom;
	3. Identify yours, mine, and ours concerning property.	Discussion on how and why to keep things neat and orderly;
		Have children make containers to place personal property in;
		Use pictures showing clean and dirty bedrooms;
		Discussion on how to take care of room, at home and school;
		Keep papers picked up i school yard and halls, classroom;
		Care of plants and aquarium;
		Assignment of daily chores;
		Discussion of how to take care of pets;
		Discuss what children can do to help parents around the home;
		Discussion about things that can be done to take care of playground equipment; and
		Teach children to return all items to their original place (boot rubbers, coats, etc.,

Resources

Classroom, home, teacher, parents, custodian, principal, mirrors, desks, coat rack, busses, film strips, pictures, charts, paste, paper, and scissors.

Teacher Notes

III I

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
I. To be independent at school	1. Get to front door of school.	Walk with child several times to various areas.
	2. Get child to his own room.	
	3. Get to lavatory.	
	4. Get to playground.	
	5. Get to school bus.	

Resources

Other children, safety patrol workers, and signs.

Teacher Notes

III J

AFFECTIVE DOMAIN

GOAL: **SOCIALIZATION**

	Specific Objectives (The Student Can)	Techniques
J. To participate in group dating and couple dating	1. Get a date. 2. Arrange for transportation. 3. Accept a date. 4. Reject a date. 5. Call for date at home. 6. Follow special directions of parents concerning hours, off-limits, etc.	Role playing; viewing films; plan and carry out group experiences; discussions; and read paper or popular teen publications for hints.

Resources

Films, teen magazines
and pamphlets (Ann Landers type).

Teacher Notes

AFFECTIVE DOMAIN

GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
K. To eat in restaurants	1. Select a restaurant where he can afford to eat. 2. Enter (a) alone (b) with member of opposite sex (c) with a group (d) roadside inn (e) formal dining room (f) cafeteria (g) carry out (h) drive-in. 3. Place an order for food. 4. Eat with appropriate utensils. 5. Pay the bill at register or to waitress. 6. Tip waitress if appropriate. 7. Park the care or leave for attendant. 8. Check coats or put in appropriate place.	Discussing prices, types of restaurants kinds of food they sell, hours they open; practice in classroom (role playing); and field trips to various restaurants.

Resources

Menus, money, classroom, multipurpose room, restaurant, drive-in restaurant, and cafeteria.

Teacher Notes

III L

AFFECTIVE DOMAIN
GOAL; SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
L. To attend sports events as a spectator.	1. Attend a spectator game: football, basketball, etc. 2. Determine when the game will be held. 3. Determine where the game will be held. 4. Determine the time the game will begin. 5. Determine the cost of admission. 6. Select appropriate dress for games. 7. Demonstrates through his behavior that he is able to follow the game.	Playing of roles in classroom; reading of newspapers, asking friends, checking schedules; talk by a player or a coach; telephone arena or park; and going to games.

Resources

Classroom, peers, "tickets", money, newspapers, published notices, teachers, magazines, players, video tape of home team, audio visual materials, parents, sports commentators and sports columnists, sporting events, and coaches.

Teacher Notes

III M

AFFECTIVE DOMAIN

GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
M. To participate in private social situations	1. Give a party and be host or hostess. 2. Be a guest. 3. Select appropriate dress. 4. Accept and reject an invitation. 5. Plan refreshments for a variety of social events.	Deciding on guest list, establishing time, place and type of party; sending out invitations; making preparations before party; discussing and practicing obligations of guests at a party; bringing party to a successful close; cleaning up after a party; to give a party; give one of each of the following: dinner pizza cards coffee & cake; and practice duties of a host during a party.

Resources

Peers, classroom, books, magazines, invitations, and telephone.

Teacher Notes

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
N. To understand self as a sexual being	1. Identify role of girls, boys, men and women in a society. 2. Discuss growth and development of: a. infancy b. childhood c. teenage d. young adult e. adulthood. 3. Discuss family structure: a. early marriage b. family with children c. extended family d. fragmented family e. group living situations f. multiple family living. 4. Discuss human reproduction: a. parts of the body b. process of reproduction c. birth process 1. normal 2. premature 3. caesarean 4. miscarriage 5. multiple births d. venereal disease.	Role playing; discussions with doctors, nurses, social workers, marriage counselors; field trips to hospitals, nursery schools, divorce courts; and show films related to each of the topics.

Resources

Films, filmstrip and record sets, doctors, nurses, social workers, marriage counselors, hospitals, courts, and nursery school.

Teacher Notes

III 0

AFFECTIVE DOMAIN
GOAL: SOCIALIZATION

	Specific Objectives (The Student Can)	Techniques
0. To develop a healthy self image	1. Demonstrate through his behavior that he has: a. self confidence b. a positive self image c. a positive self image of himself as a member of society. 2. Identify and discuss: a. affection b. belonging c. respect d. recognition e. power f. aggression.	Role playing, games and sports can be used effectively with all age levels and democratic participation in the classroom and school also foster these traits.

Resources	Teacher Notes
Games, sports, and other school activities.	

COGNITIVE DOMAIN

IV - ACADEMIC FULFILLMENT

This section was devised to fulfill the request of classroom teachers for a comprehensive outline of developmental tasks considered prerequisite to academic fulfillment. The growth and development characteristics of students which should be considered in using this section appear first.

An educational program for the development of academic skills should be designed and administered to meet the specific needs of each child that he may be in harmony with the community, with his group and with himself; that he may operate successfully in his social and occupational environment. We must recognize the child's specific limitations as well as his unique abilities and in so doing help him to build more self-confidence, self-reliance, and self-respect.

The focus must be upon the individual and his optimal development as a skillful, free, and purposeful person, able to plan and manage his own life and reach his highest potential in society. Emphasis must be on a more organized and sequenced character to the teaching-learning process, placing particular emphasis on the areas of communication and problem solving that will serve the child in a wide variety of contexts.

Flexibility in educational programming is essential for children with learning problems. Provisions have been made for the correlation of subject matter in the areas of Science, Music, Art, and Physical Education. For example, in the Arithmetic section teachers can reinforce number sequences, rote counting, etc. by using records, finger plays, rhythm activities, and musical games. Children may draw pictures to represent a specific number symbol to represent action words, and objects in their immediate environment.

A teacher's diagnosis begins with determining a child's learning capacity and performance level. A behavioral description of abilities or skills is provided for the formulation of an educational plan that leads to appropriate remediation and learning.

GROWTH AND DEVELOPMENT

Eye-Hand Coordination (Integration)

4-9 to 5-8

4.7% apt to be left handed.

May print from right to left.

Can draw circle, cross, square.

Girls generally have better coordination.

Can button and lace.

5-9 to 6-8

Capable of printing, but frequently reverses numbers and letters.

Cuts, pastes, likes to hammer.

Can use large sewing needle.

Needs help in completing tasks.

Frequently tasks must be structured for the child to give him a "rolling start".

80-90% apt to be far-sighted.

50-60% of group can catch and bounce ball.

Majority ready for beginning reading.

MA 6.5.

6-9 to 7-8

Eyes not yet ready for close work.

Age 7 is generally able to draw a diamond.

Can note absurdities in pictures.

Beginning to print in comprehensive fashion, but letters get smaller at end of sentence or word.

7-9 to 8-8

Holds pencil, brush and tools less tensely.

Ready to write several sentences. Reversals now rare.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13
Eyes usually developed in function by this time. Handwriting now a tool. May begin to sketch while drawing. Hands ready for shop and crafts. May now use finger movement with ension in ne forearm.	Uses tools increasingly better. *See Guidance			

Language and Speech

4-9 to 5-8

Like to talk; exaggerates, tells tall tales. Vocabulary comprehension mostly concrete--some functional. Frequently an incomplete mastery of consonant sounds. Speech reflects socioeconomic background.

May use language aggressively; call names, argues, contradicts, etc.

5-9 to 6-8

Speech problems frequent here and should be watched for. This is a period of tension and stuttering may be frequent.

Interest in new words; will frequently repeat words. Learns that language is more and more functional. Still apt to use language aggressively. Vocabulary may vary from 200 words to 2200 according to the home the child comes from.

6-9 to 7-8

If angry may become silent rather than verbalize. More noticeable pitch variance in the voice. Knows simple definitions--still at a functional level. Begins to note and verbalize similarities; can note and verbalize analogies. Vocabulary 2500 to 3000.

Can criticize own performance.

Identification of sounds should be established.

7-9 to 8-8

Can verbalize similarities and analogies well: therefore can verbalize ideas and problems. Makes use of code language with peers. Radio interest is strong. Vocabulary 7425 words. Still apt to tell tall tales.

9-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to
Slang and profanity apt to be common. Likes cliches. Now capable of using language to express subtle and refined emotions--needs guidance, however. Apt to regress to many incorrect usages of grammer. Vocabulary 10,395. Reading disabilities apt to be pronounced. Wide discrepancies in reading.	Vocabulary 12,460. Increasing discrepancies in speech. Many are beginning to use abstract words in a discriminative and selective manner. Increasing conflicts of values noted in language, i.e., home-school-community. A child can not manipulate certain facts if his environments are not compromised or if they keep him ignorant of those facts.	Vocabulary 13,965. Some children have adult reading ability by this time. Now ready to analyze situations verbally.	Vocabulary 14,910.	Vocabulary 16,800.

GROWTH AND DEVELOPMENT

Intellectual Behavior (Perception)

4-9 to 5-8

Can note differences of materials.

Can note simple analogies.

Can make comparisons of things he sees.

May be capable of counting from 1-20.

Attention span rudimentary; is just developing verbal communication that is pruposeful for general use.

Minimum interest in symbols.

Notes common cultural forms, i.e., triangles hexagon, square, circle, diamond, etc.

Memory good for concrete, sequential tasks, i.e., numbers, letters, objects.

Memory adequate for simple sentences only.

5-9 to 6-8

Concept of left to right not yet established in many.

Can reason through simple mazes.

Can reproduce tasks.

Knows value of coins.

Knows address.

Should recognize name.

Notes pictorial differences and similarities.

Capable of foreseeing and planning the solution to simple problems.

Recognition of words and phrases.

Majority ready to read.

6-9 to 7-8

May be able to grasp idea of God as Creator of world.

Property "rights" still sketchy.

Rudimentary comprehension of the use of time and money.

May be able to count by 1,2,5,10.

Can denote the unusual.

Ways of communication now have real meaning.

Notes sentence concept.

7-9 to 8-8

Still not able to adequately integrate all his ideas into a story.

Can make change in small amounts.

Concept of ½ and ¼ clear.

Learning to exchange ideas and influence thoughts of others.

Differentiation between fantasy and reality beginning to be established.

Beginning to understand the concept of "cause and effect".

Can write several sentences.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
Visual memory well established. Slow progress in the development of generalizations. Individual differences highly marked. Auditory memory well established. Gradual increase in use of own experiences to solve problems. Capable of prolonged attention. Ability to use foresight and planning on increase. May begin to use "scientific" method or attitude. Can make use of simple multiplication and division facts, i.e., general use of fractions, carrying tens, use of measures, application to familiar situations. Begins to like detail and certain amount of routine in problems. Increasing use of abstract words to solve problem situations.	Emergence of independent, critical thinking. Interest in construction and analysis of problems. Capable of using numbers beyond 100 with understanding. Good memory for fairly complex sentences. Santa Claus conconcept generally gone by this age-ready to accept idea of spirit of Christmas. Still occasional errors when copying or recording data. Should be able to read for information to solve. Now has a good sense of perspective ideas. End of grade decimals may be introduced.	Transition from concrete to abstract thinking well marked. Use of decimals, percentages. May begin comparing favorably with adults in attitudinal thought. Can keep simple accounts. Increased ability to make accurate associations, comparisons, estimates.	Is able to handle abstractions with facility, i.e., to analyze situations verbally and symbolically. Use of percentages (hundredths) Formulating a workable belief and value system. Understands ideas like "justice" and "honesty" in light of his socio-economic status. Is capable of studying situations in business, construction, budgets, etc.	Slow mental abilities reach peak. Intelligence groups (est. Mentally Retarded: 2.4% (I.Q. 50-80) Dull Normal or "Slow Learner" 16-18% (I.Q. 79-90) Average: 50% (I.Q. 90-110) High Average or Superior: 16% (I.Q. 110-120 Superior to Very Superior 14-16% (I.Q. 120-Over *Note: I.Q. 140 generally considered exceptionally superior child---about 2%.

IV A

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
A. To develop number awareness.	1. Identify geometric forms (shapes) - squares, circles, triangles, diamonds, etc.	1. Feeling of plastic or wooden forms and shapes, matching of forms and shapes, walking geometric patterns.
	2. Classify by shapes, forms, colors.	2. Use assorted sizes, shapes and forms, and colors.
	3. Count in order, that is, rote counting.	3. Counting boys and girls, counting of objects.
	4. Interpret the concept of one-to-one correspondence.	4. Paring of one member of a set with each member of the other, manipul tion of objects.

Resources

1. Flash cards containing circles, squares, etc., games, feltboards, objects which are round, square, may be plastic, wooden, big and little balls, big and little discs, etc.

2. Form boards, felt boards, puzzles, blocks, balls. Picture of flower with picture of bird or bee to go with flower. Two flowers, two bees, one piece of candy with one penny, etc.

3. Jingles, finger plays, games, songs - "One Little Indian Two Little Indians", etc.

Teacher Notes

IV B-C

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
B. To recognize and write number symbols.	1. Identify number symbols.	1. Associating numeral or number symbol with number of concrete objects, developing number sequence through associations.
	2. Can associate number symbols with correct number of objects.	2. Counting coins - 2 nickles, dime, ten pennies and matching number symbols with number of objects.
	3. Tell the place value of numbers.	3. Place value should be introduced as part of instruction in simple addition and subtract
C. To develop understanding and use of quantitative thinking.	1. Use concepts of size, measurements, location, comparative (parts of ½, ¼, etc.) money, weight, thickness, etc.	1. Manipulation of objects, heavy and light, thick thin, large, small, long, short, few, many. Demonstrations-child feels objects which are thick and thin, heavy and light, etc. Sorting of objects-thick and thin, heavy and light, large and small, long and short.
	2. Use arithmetic vocabulary (small-smaller, big-biggest, few and many, more and less, thick and thin, etc.)	2. Demonstrations with concrete objects and materials.

Resources	Teacher Notes
1. Concrete objects for manipulation - toys, blocks, magnetic boards, disks, large and small plastic tagboard, wooden number symbols.	
2. Large cut out numerals. One in center of table which contains various sets of objects (number 5 with five objects), number symbols, made of felt, posterboard, concrete objects-toys, blocks, toy animals.	
1. Concrete objects, money, pieces of material for thickness and thinness, string - long and short, etc.	
2. Assorted sizes of concrete objects weights, volumes, etc.	
3. Coins, disks of various thickness, paper (thick and thin), tagboard, poster board, cloth, felt.	
4. Paper and pencil, teacher manuals for basic texts, work books, felt boards, magnetic boards, pictures, toys, abacus, film strips.	
5. Teacher manuals.	

IV D-E

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

		Specific Objectives (The Student Can)	Techniques
D.	To understand the process and the use of the basic mechanical skills of addition and subtraction.	1. Combine and group numbers (add).	1. Manipulation of concrete objects - group 2 and 2 more for addition.
		2. Use addition vocabulary.	2. Dramatization using the children themselves. △△ and △△△ make △△△△△ This becomes 2 & 3 make 5 and later - 2 + 3 = 5.
		3. Combine numbers and to take-away (sub.)	3. Manipulation of concrete objects- (group of objects such as 4 & then take away a number).
		4. Use subtraction vocabulary.	
E.	To understand the process and the use of the basic mechanical skills of multiplication and division.	1. Use the multiplication process.	1. Grouping of concrete objects. Example: 3 x 4 = 12 may be understood as 4 plus 4 plus 4 = 12.
		2. Use multiplication terms and symbols.	2. Using flash cards, flannel board materials and concrete objects for grouping.
		3. Use the division process and to see the relationship to multiplication.	3. Grouping of concrete objects - 12 ÷ 4 = 3 (oooo) (oooo) (oooo) 12 ÷ 3 = 4 (ooo) (ooo) (ooo) (ooo) 3 x 4 = 12 or 4 x 3 = 12, etc.

Resources	Teacher Notes
1. Cards with + Sign and word "Add", "Addition", "All together", etc.	
2. Concrete objects - poker chips in colors, plastic clothes pins, colored gummed circles.	
3. Teacher manuals.	
4. Number (Addition) games.	
5. Bingo (Number).	
1. Teacher manuals, textbooks, workbooks, film strips, transparencies, felt boards, records, ditto materials.	
2. Flannel boards, magnetic boards, concrete objects.	

IV F-G

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
F. To understand the process and use of fractions.	1. Tell the relationship between whole numbers and fractions.	1. Using a concrete object and geometric figure to show the relationship of a part to a whole.
	2. Use fraction vocabulary and symbols (numerator, denominator ½, ¼, 1/3, 2/3, etc.)	2. Use tagboard circles, paper plates and cut into parts, folding paper, drawing of fractional parts. Indicate fraction symbols on all parts.
	3. Use fractions in the operation of addition and subtraction.	
	4. Use fractions in the operation of multiplication and division.	
G. To develop social uses of arithmetic	1. Use concepts of time.	1. Using daily activities and identifying sequence of events. Planning activities before lunch, after recess, etc. Using toy clocks, real clocks, making calendars and using calendars.
	2. Use money.	2. Buying of stamps, pencils, papers, foods.
	3. Use simple measures.	3. Using walking boards (walk ½ length of board), using teaspoons, tablespoons, cups, glasses using thermometers, using 12 inch rulers, using yard-sticks.

Resources	Teacher Notes
1. Teacher manuals, textbooks, workbooks, filmstrips, transparencies, opaque projectors, relt boards, records, ditto materials, concrete materials, flannel boards, magnetic boards.	
2. Tagboard, paper, paper plates, concrete objects and teaching aids.	
3. Teacher manuals.	
1. Clocks, calendars, bulletin boards, records, felt boards, drawing paper, films, filmstrips, transparencies. Classroom schedules, school schedules, individual schedules (child goes to speech class after reading group) etc.	
2. Play stores, real coins, toy banks, toy cash registers, paper money, money games.	
3. Walking boards, teaspoons, tablespoons, measuring cups, glasses, rulers, yardsticks, pint, quart, gallon containers, thermometers, maps of school buildings.	

IV F-G

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
G. (Continued)	4. Give birthdate and ages of self and others and use vocabulary related to time, money, birthdates, ages, measures, distances, etc.	4. Weighing self, measuring self.
	5. Read and solve money problems of buying and selling.	5. Making budgets, shopping lists, using shopping guides, role playing, classroom projects in the classroom or school, banking activities.
	6. Figure interest, to use vocabulary related to interest.	
	7. Explain carrying charges and discounts and use vocabulary related to these.	
H. To develop purposeful listening and speaking skills.	1. Differentiate between loud and soft sounds, high and low, sounds of different musical instruments, sounds of different voices, environmental sounds, etc. (Auditory Discrimination).	1. Ringing of bell, beating of drum (loud and soft), tapes on desk, (loud and soft), talks in whisper, shouts, repeats specific sound patterns.
	2. Recall accurately prior auditory experiences. (Auditory Memory)	2. Remembering common nursery rhymes, acting out (charades), verbally relating experiences, retelling of stories, retelling of T.V. experiences, repeating things related to child, repeating directions.

Resources	Teacher Notes
4. Calendars, birthday books, tape measures, scales, work sheets (teacher made).	
5. Catalogues, shopping guides, films, film strips, workbooks, teacher manuals, bulletin boards, ditto sheets, newspapers, school cafeteria, savings accounts, checking accounts, transparencies, hobby kits, cookbooks, drill gages, thermometers.	
6. Hobby kits, shop gages, shop tools, cooking measures, cookbooks. etc.	
1. Toys - noisemakers, environmental noises - at home, at school, in the city, in the country, etc.	
2. Nursery rhymes, T.V. and radio stories, story records, film strips, games, phonics, finger plays.	

IV H

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
H. (Continued)	3. Recall in correct sequence and detail prior auditory information. (Auditory Sequence).	3. Duplicating patterns with musical instruments, playing sequence games, doing charades, running errands, repeating digit and letter series.
	4. Follow simple verbal instructions, to verbalize and explain the instructions received. (Auditory Decoding).	4. Role playing, verbalizes charades, giving verbal instructions in activity, giving commands, telling of story in own words.
	5. Express verbally what he hears (Auditory Encoding).	5. Have child respond verbally to auditory stimulation; games.
	6. Do follow directions.	6. Teachers, adults, peers, give directions for safety and work, proj ts, health information, e.
	7. Get information.	7. Teachers, adults, peers present general and specific information through appropriate media.
	8. Verbalize information.	8. Role playing, dramatizations, making tapes with oral reports, preparing questions and appropriate answers. Preparing bulletin boards for meeting specific assignment. (Science, Art, Social Studies, etc.) with child preparing commentary corresponding to bulletin board display. Illustrating information through the use of art materials but child then verbally relays infor tion illustrated by ar work.

Resources	Teacher Notes
3. Musical instruments, games stories, records (self concept, sing and do), rhythm instruments, games (Simon Says), tapes (teacher made), choral speaking, poems, rhymes, telephone numbers, house numbers, finger plays (Ten Little Indians.)	
4. Stories, records, tapes, and films.	
5. Records, pictures, and tapes with auditory stimulation, etc.	
6. Telephones, television, records, radios, tapes, sound films, resource persons, school P.A. Systems.	
7. Same as above.	
8. Tape recorders, tapes, bulletin boards, art displays, work sheets, pictures, film strips, films, transparencies, overhead projector, television, etc.	

IV H

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
H. (Continued)	9. Use correct vocabulary and clear speech.	9. Using tapes to record short talks, using telephones to develop clear speech both in answering and talking.
	10. Follow and give directions.	10. Teachers, adults, and peers, give directions for academic work, projects, safety, health, vocational.
	11. Get and give information.	11. Teachers, adults, peers, present general and/or specific information through appropriate media.
	12. Use language skills in everyday situations with peers and adults.	12. Have student particip in daily language experiences - relating personal experiences, daily weather reports, explaining problems, give reports, discuss kinds of industries in which parents are engaged Discuss service jobs, personal assets of successful workers, discuss content of job application forms, explore and discuss the world of work.
	13. Use appropriate body gestures and facial expressions with speech.	13. Role playing, charades, and models. Body gestures and facial expressions observed in mirrors.

Resources	Teacher Notes
9. Films on effective speech, tape recorders, vocabulary cards, telephones, T.V., newspapers for information, telephone books, street maps, maps of communities, diagrams of buildings, labeling locations of points of interest, road maps, employment forms.	

IV I

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
I. To develop visual skills.	1. Identify likenesses, differences, missing parts, size discrimination - big, little, short, tall, right, left concept. (Visual Discrimination).	1. Matching, classifying, sorting, reproducing patterns, filling in missing parts in pictures.
	2. Recall accurately prior visual experiences. (Visual memory).	2. Treasure Box - recall objects added or removed, reproduce visual patterns, hide items under box (small) and have child recall item hidden, reproduce geometric designs, letters and number symbols.
	3. Arrange visual material in sequence. (Visual Sequence).	3. Present materials in disorganized manner and child arranges in sequence.
	4. Identify and categorize visual materials. (Visual Encoding).	4. Arrange materials by categories, by classification, by use, by size, by position, by location, etc.
	5. Interpret material presented visually. (Visual Decoding).	5. Interpreting action pictures; interpreting action of people; interpreting facial expression; interpreting physical gestures.
	6. Pick out a part from a whole. (Visual Figure-Ground Differentiation).	6. Pick out specific items from a total background. Present child with experiences where he must identify parts or things which do not belong to the whole.

Resources	Teacher Notes
1. Color matching games, color sorting, puzzles, pictures, games, concrete objects, geometric forms, film strips, transparencies, peg boards, simple patterns, beads, flannel and magnetic boards.	
2. Treasure box, pictures, things in environment, missing letters in words, missing parts in objects, roller movie, felt board, puzzles, geometric forms, cards containing 2 and 3 objects, cards containing 2 or more words.	
3. Stories, records, tapes, films, and poems.	
4. Pictures, felt board, bulletin boards, Lotto games, objects (toy animals, toy cars, play house toys), magnetic board.	
5. Pictures--children themselves. Films--objects in the environment.	
6. Pictures, puzzles, mock-ups (front of, back of), lists, flannel board, alphabets, film strips, transparencies, slides, pictures with hidden figures, pictures with hidden words and letters, pictures with hidden numbers.	

IV I-J

COGNITIVE DOMAIN

GOAL: **ACADEMIC FULFILLMENT**

	Specific Objectives (The Student Can)	Techniques
I. (Continued)	7. Attend and remember things he sees.	7. Child lists things seen on a field trip, notes difference in pets, sorts pictures by categories, experiences he has had.
J. To develop motor skills.	1. Use large muscles of his body. (Gross Motor Development)	1. Think in developmentals Identifying body parts, locating body parts, turning, dancing, skipping, jumping, squeezing throwing, running, walking (slowly, swift), climbing, hopping, creeping, crawling, sitting, rolling, stretching, relaxing, board activity, wrist movement.
	2. Use the fine muscles of his body. (Fine Motor Development).	2. Cutting, paper folding, pasting, painting, printing, coloring, tearing, tracing, carrying, lacing, buttoning, snapping, zipping, picking up small items.

Resources	Teacher Notes
7. Workbooks, pictures from magazines, shoe boxes with variety of objects which are different, chalk boards, felt boards, magnetic boards, filmstrips, motion pictures, object games, tests for measuring visual memory skills.	
1. Records, songs, games, tunnels, balance board, hammer and nails, utility balls, jump rope, bats, scooter board, saw-horse, baskets, wheeled toys, action pictures, rope ladder, stairs, screws, screw driver, boards for screws and nails, play equipment - monkey bars, slides, and dance records.	
2. Chalk boards, flannel board, scissors, finger paints, sand box, clothes pins, crayons, sillouettes, templates, paint, squirt gun, clay, play-dough, inter-locking beads and toys, puppets, stringing beads, shells, beans.	

IV K-L

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objective (The Student Can)	Techniques
K. To develop tactile discrimination skills.	1. Identify and match objects by touching and feeling.	1. Toy and object hidden in bag or box - pupil matches objects with both right and left hands, names and classifies materials, substances objects, differentiates weights, softness, hardness, smoothness, discriminates temperatures, etc.
		2. Using fingerpaints, clay and/or play-dough, and paper mache.
		3. Felt board materials and have child trace outline of figures, symbols with fingers
		4. Tracing number and word symbols on chalk board with fingers.
L. To develop visual-motor skills.	1. Transfer what is visually perceived into a specific motor response. (Visual-Motor Association)	1. Show child a picture of object and have him represent object with his own drawing.
		2. Show child picture of object and let him write word for the object.
		3. Show child word symbol and let him draw picture representing word symbol.
		4. Handwriting exercises.

Resources	Teacher Notes
1. Pieces of felt, toy objects, silk material, cotton material, woolen material, sandpaper - several sheets with difference in texture, wax objects, plastic objects, metal objects, glass objects, wooden objects, money, word cards with words embossed, picture cards with pictures raised or embossed, etc.	
2. Paper Mache, clay and paints.	
3. Felt boards.	
4. Chalk boards, magnetic boards, and braille materials.	
1. Pictures, word games, word-picture games, and games and sports.	
2. Cards each with a picture of a common object on upper ½ of card with geometric symbol on lower ½ of card.	
3. Word-picture cards, spelling books, teacher made worksheets, and geometric symbol cards.	

IV M-N

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
M. To develop visual-auditory motor skills.	1. Transfer what is visually and auditorily perceived into a motor response. (Visual-Auditory Motor Association).	1. Child listens to simple sentences and draws pictures to represent what he heard. 2. Child listens to words dictated and writes word. 3. Child listens to short sentence and writes sentence.
N. To develop visual-auditory skills.	1. Express orally what is seen and heard. (Visual-Auditory Association).	1. Showing pictures and asking for auditory response. 2. Play charades and child interprets orally what he sees. 3. Read a story and child interpretes.

Resources	Teacher Notes
1. Pictures, word games, sports.	
2. Tapes, slide tapes, films, etc.	
1. Records, pictures, sound devices, phonics bingo, workbooks, scrapbooks, with pictures and corresponding words.	
2. Television, filmstrips, transparencies, films (movies).	
3. Ditto sheets, speech games, word making games and cards.	

IV C

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objectives (The Student Can)	Techniques
O. To develop functional reading.	1. Use word perception skills.	1. Found in teachers' manual Examples: Shapes and forms of letters, words, sound sequences, rhyming sounds, rhyming words, vowel sound, initial sounds, blends, final sounds, ending, picture clues, context clues.
	2. Identify words found in pre-primers, primers, and readers (vocabulary development).	2. Found in teachers' manuals. Develop phonetic skills through use of rules - root words, suffixes, contrac tions, syllables, etc. Alphabetizing - making personal dictionaries, alphabet file boxes.
	3. Use question words; who, when, what, why, how.	3. Classroom discussi(plus activities abo
	4. Read for comprehension.	4. Have children follow written directions.
	5. Read for pleasure.	

Resources	Teacher Notes
1. Teacher manuals, phonics, cards, sequence cards. Reading games, picture dictionaries, records, tapes, transparencies, work sheets. Dolch word list, protective word lists, children's experiences, libraries.	
2. Teacher manuals, comic strips, readers, games, dictionaries, flannel graphs, magazines, newspapers, alphabetized files, flash cards, filmstrips, language development kits, language masters, libraries, T.V., commercials, transparencies, supermarkets, grocery shelves and departments, hobby kits and directions.	
3. Teacher manuals, pamphlets and materials from industry, newspapers, T.V. guides, catalogues, shopping guides, telephone directory, reading kits, workbooks, work sheets, schedules - bus, plane, train, etc. Common signs, labels directions (cooking, sewing, health, safety).	

IV P

COGNITIVE DOMAIN

GOAL: ACADEMIC FULFILLMENT

	Specific Objective (The Student Can)	Techniques
P. To communicate through writing.	1. Write directions, messages, general information (correct spelling, legible writing sentence structure and nouns, pronouns, verbs, etc.)	1. Teach holding of pencils, pens, and position of paper, identification of capital letters, punctuation marks, teacher demonstrates simple words, phrases, sentences, paragraphs.
	2. Write for personal, social, and vocational purposes.	2. Answer help wanted ads by letter, develop personal data information, write letters - (business and personal), fills blanks - application forms, social security, bank forms, licenses. Keeps notebook on job requirements.

Resources	Teacher Notes
1. Alphabet charts-manuscript, cursive, braille, handwriting books, chalkboards, workbooks (reading, language, spelling). Work sheets, sentence building cards, picture sequences to increase writing skills, typewriters, letter stamp sets.	
2. Newspapers, magazines, catalogues, family albums, application forms, checks, bank forms. Workbooks related to adult living, work sheets related to adult living. Employment counselors, vocational rehabilitation counselors.	

V - ECONOMIC USEFULNESS

The economic usefulness section is concerned with those areas of a student's education which are most directly related to his attaining self-support. Development of attitudes, marketable skills and communication competencies are the major goals toward reaching this objective. Within the framework of these goals, it is hoped that effective teaching methods may be developed and implemented which will help prepare handicapped students to meet the world of work and to function well within it.

Although some attempt has been made to arrange objectives in sequential order, it must be assumed that the area of exceptionality will determine how the material is used.

The growth and development characteristics of students which should be considered in using this section appear first.

GROWTH AND DEVELOPMENT

Guidance

4-9 to 5-8

Stress Reading Readiness Skills.

Wide variety of experiences necessary; active, boisterous games.

Expression through movement, i.e., visual, auditory, kinesthetic, verbal.

Needs, invites, and accepts some supervision and direction.

Needs time to adjust to change.

Expansive and inquisitive about human relations.

5-9 to 6-8

Permit for slow reactions; the indirect approach is frequently the most effective.

Corporal punishment is rarely effective. May respond to isolation rather than punitive measures that are verbal in nature.

Directions must be in clear, simple sentences.

6-9 to 7-8

Praise and encouragement necessary.

Frequently need to structure tasks for them.

Needs to be told ahead of time about things. The surprise element will disorganize the child.

7-9 to 8-8

Must be occasionally reminded of responsibilities.

Participation in family affairs very important.

Needs assured position in social group.

Needs a certain amount of freedom to learn to set up own standards and rules.

Gains much confidence if permitted or encouraged to excell in some one thing.

Learning to belong with group.

Clarification of adult and child roles.

8-9 to 9-8	9-9 to 10-8	10-9 to 11-8	11-9 to 12-8	12-9 to 13-8
Individual differences quite noticeable at this level. Family solidarity important. Begin to stress self-reliance, independence, socialization. Emphasize importance of social judgement.	Provision of materials for experimentation in projects. Carefully supervise activities in order that they be proportionate to strength and interest of child.	Child needs informed guidance in order to practice skills necessary for success in group participation. Guide "spectatorship" along with "sportsmanship". Make provision for the child achieving literate capacity--can achieve satisfaction with increased manipulative tasks and increase of responsibilities.	Increase interest in learning to improve personal appearance. Good age to remedy posture defects, diet, etc. Increase practice of group guidance.	Introduce information about occupations. Adult guidance necessary but must be indirect.

V A-B

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
A. To establish attitudes and values toward self.	1. See self as a separate person. 2. Accept self as a separate person. 3. Develop a positive self-image. 4. Develop self-pride. 5. Recognize own strengths and weakness (self-criticism) 6. Define and adopt appropriate sex role. 7. Accept own physical appearance.	Perceptual training; discussion; and success experiences.
B. To establish attitudes and values toward others.	1. Be aware of other people as separate entities. 2. Have sensitivity to other people's feelings. 3. Evaluate (vs. judge) others behavior. 4. Be able to offer positive criticism to others. 5. Develop a sense of group consciousness. 6. Be able to work with a group. 7. Be able to give directions to others.	Role playing; open ended stories; plants/pets in the classroom; discussion/counseling re: out of school experiences; and contingency contracting.

Resources	Teacher Notes
Films, film strips, records, tape recorder, film loops, overhead projector, opaque projector, peers, parents, community helpers, local celebrities, principal teachers and books about Great Americans and folk heroes.	
School Psychologist.	

V C

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
C. To determine attitudes and values for oneself.	1. Identify the following: Authority Honesty Dishonesty Co-operation Lack of co-operation Property a) Yours b) Mine c) Ours d) Theirs Self control Lack of self control Promptness Tardiness Trustworthiness Lack of trust Success Failure Dependability Lack of dependability Loyality Lack of loyality Achievement Underachievement Good workmanship Poor workmanship	Titles as clue to those in authority positions; responsibility chart; drama; group discussion; messenger for classroom; committee work; club meetings; craft projects; and written assignments.
	2. Compare and contrast the following: Authority - lack of authority Honesty - dishonesty Co-operation - lack of cooperation Property a) Yours b) Mine c) Ours d) Theirs Self control - lack of self control Promptness - tardiness Trustworthiness - lack of trust Success - failure Achievement - underachievement	Responsibility chart; Role playing; Story telling; and Open ended stories.

Resources	Teacher Notes
Directories (school, business, etc.), church personnel, youth group leaders, high interest, low reading level materials, and other commercial materials.	
YMCA, YWCA, Girl Scouts, Boy Scouts, and other Community, Church, and Social youth groups.	

V C

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
C. (Continued)	3. Demonstrate his preference for: Honesty Co-operation Self control Promptness Trustworthiness Success Achievement Independence Friendliness	Achievement charts; Reward systems; Examples; Peer pressure; Discussion (role playing); and Group learning.
	4. Demonstrate his knowledge and awareness of job oriented attitudes and values by: Identifying the roles of employer and employee. Developing a realistic attitude toward working for a living and preparing for a vocation. Recognizing the need for education and training. Identifying realistic vocational goals. Demonstrating willingness to accept constructive criticism. Demonstrating willingness to compromise re: relations with others.	Field trips, Mock interviews, Aptitude testing, Individual counseling, and Role playing.

Resources

Teacher Notes

School Psychologist,
School Counselor,
Community Health,
Social, Legal and
Church resources,
and Peers from
Student Council
and Safety Patrol.

Business Men,
Fraternal Organizations,
Junior Chamber of Commerce,
Junior Achievement,
Youth Program Leaders,
Volunteer Program Coordinators,
Vocational Rehabilitation,
and State Employment Bureau
personnel.

V D

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
D. To develop marketable skills: Work Habits.	1. Demonstrate habits of prompt and regular attendance. 2. Determine when a task needs to be done. 3. Listen to, and follow verbal and written directions. 4. Follow a pattern of performance after a demonstration of technique (vacuum rugs, use of hand tools, etc.) 5. Plan, with help, the steps necessary to complete a given task. 6. List, verbally, the sequence of steps necessary to complete a task. 7. Carry out an assigned task. 8. Determine when a task is completed. 9. When given a number of choices (beginning with 2) to be able to make a decision. 10. Indicate the importance of proper use/care of equipment and materials.	Attendance charts; Recognition and rewards; Behavioral modification; Job mock-ups; Demonstration Group planning; Directions put on tape by students; and Room responsibilities.

Resources	Teacher Notes
Film strips, Overhead projector, Video-tape, Tape recorder, and Community resources.	

GOAL: ECONOMIC USEFULNESS

		Specific Objectives (The Student Can)	Techniques
E.	To develop marketable skills: Mobility.	1. Travel between home and school a) walking b) school bus c) public transportation. 2. Follow a pattern of classes in his school schedule. 3. Use cues (stores, etc.) to enable him to identify his neighborhood. 4. Direct others to his home. 5. Use different means of transportation. 6. Use directories and maps to aid in use of transportation. 7. Use schedules (bus, train) to aid in travel.	Practicing route; Supervision of first attempts; Written schedule; Field trips, calling attention to land marks; Experience; Field trips; Map work; Telephone book work; Overhead projector transparencies; and Planning trips.
F.	To develop marketable skills: Time Orientation.	1. Tell time by reading a clock face: a) hours b) half hours c) quarter hours (after and to the hour) d) minutes 2. Determine time when written a) a.m. p.m. b) hour minutes 3. Use clock in meeting schedules. 4. Budget time for work and play and/or recreation. 5. Explain concepts of "day", "week", "month", "year".	Class schedule plans; Planning trips; Notes to parents; School schedules; Plans for field trips; Pre-vocational materials; Stamp, coin collections of all kinds; Pets; and Gardening.

Resources	Teacher Notes
Parents, School bus schedules, Maps of city, neighborhood, Student made materials, Overhead projector, Filmstrips, Films, Telephone book, Bus, train schedules, and Local transportation stations, depots.	
Commercial materials, Teacher and/or student made materials, School and city bus schedules, Monthly calendar, Schedules for shows, Recreational events, school activities, and Club leaders from 4-H, Scouts, YMCA, YWCA, and Hobby clubs.	

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
F. (Continued)	6. Explain concepts of "work day", "pay period", "sick leave", "vacation time", etc.	
	7. Use a time clock.	
	8. Develop hobbies and leisure time activities.	
G. To develop marketable skills: Money Management.	1. Identify coinage and paper money.	Play store; Games; Buying trips for classroom activities; Field trips; Classroom bank; and Speakers.
	2. Count money and make change.	
	3. Use money.	
	4. Identify and differentiate among financial institutions: a) Banks b) Savings and Loans c) Loan companies d) Credit unions e) FHA f) VA g) Governmental agencies (Welfare, ADC, etc.)	
	5. Define finance terms: a) Account-checking, saving b) Interest c) Deposit-withdrawal d) Balance e) Statement f) Carrying, service charge g) Loans (time payment) h) Credit cards i) Charge account j) Lay-away k) Mail order l) Clubs - Book, Records m) Dues - Union n) Insurance o) Contract p) Bill of sale q) Receipt r) Notarize - Notary s) Garnishee t) Co-signer	

Resources	Teacher Notes
Money, Local banks, loan companies, etc., Local businessmen, and Commercial materials.	

GOAL: ECONOMIC USEFULNESS

		Specific Objectives (The Student Can)	Techniques
G.	(Continued)	6. Given a number of dollars, plan a budget. 7. Adjust a planned budget to cover unforeseen emergencies. 8. Plan for and save for future purchase. 9. Check and interpret savings and checking accounts and paycheck stubs. 10. Discuss the value of a good credit rating. 11. Plan for and keep up payments on items purchased on time payment and/or lay-away. 12. Compute sales tax.	Planning personal budgets; Stimulating emergency situations; Role playing-decision making; Speakers; and Simulated work experience.
H.	To develop marketable skills: Pre-Vocational Information.	1. Select courses of study basic to achieving occupational goals. 2. Discuss labor laws applicable to minors and women. 3. Discuss the function of employee groups. 4. Discuss the function of an employer. 5. Compare vocational and educational choices (including armed forces and homemaking). 6. Fill out: a) Job application b) Work permit c) Social Security d) Employment records e) Time cards f) Insurance claims g) Unemployment compensation h) Accident reports i) Income tax forms (state, federal, local)	Individual counseling; Discussion; Worksheets; Speakers; Aptitude testing; Use official forms; Use of Overhead transparencies; Role playing; Mock interviews Ecology drives and yard work contract...

Resources	Teacher Notes
Commercial materials, Governmental agencies, Consumer magazines, Local financial institutions, Representatives of local stores (finance personnel), Television and Newspapers.	
Class schedules, Course descriptions, Counselor, Job coordinator, Government pamphlets, Booklets, Filmstrips and movies, Sample forms, Aptitude tests, Industries and other places of employment, Tax guide, Tax offices, Internal Revenue Service (Public and Private), City Hall, and Labor contracts.	

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
H. (Continued)	7. Discuss procedures for: a) Making an appointment b) Job interview c) Answering Want Ad d) Opening accounts: bank, Credit Union, etc.	Field trips; Discussion; and Writing for information.
	8. Identify hobbies and avocational interests as possible vocational choices.	
	9. Locate sources of vocational information at Local, State and Federal levels.	
	10. Indicate how to seek help in looking for jobs, self protection, and in crisis situations, such as, prolonged illness, unemployment, garnishee of wages, and legal matters.	
I. To develop non-verbal communication skills.	1. Seek help and make known his wants and needs.	Set up attention-getting techniques; Lip reading; Models; Work in front of a mirror; Use of tapes; Headphones; Vocabulary development; Demonstrate appropriate procedures; Reward system; Snap shots, and field trips.
	2. Accept help.	
	3. Develop facial responsiveness.	
	4. Demonstrate attentive listening.	
	5. Follow directions.	
	6. Maintain a suitable appearance in a variety of settings.	
	7. Control distracting mannerisms and be aware of posture as a nonverbal communication.	

Resources	Teacher Notes
Local and State Employment offices; Directories; Junior Chamber of Commerce; Local businessmen, Newspapers; Radio announcements; Legal Aid societies, and Labor Unions.	
Books, Filmstrips, Tachistoscopic materials; Letter charts; Flash cards; Bulletin boards; Speech therapist; Mirror; Tape recorder; and Video tapes.	

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
J. To develop verbal communication skills: General.	1. Verbalize wants and needs.	Maintain expectations: Drama; Role playing; Give consideration to dialects, ethnic groups, jargon; Games; Discussions; Class reports; Office aides; Parties, Puppets, and Crossage tutoring.
	2. Listen to and repeat directions verbally.	
	3. When asked to give personal information verbally (name, address, phone, parent's name, etc.).	
	4. Converse with a younger child, an adult, a peer, and groups as a member of that group.	
	5. Use the telephone to receive and transmit information.	
	6. Use a tape recorder to demonstrate language development in using complete and related sentences.	
	7. Interpret and transmit, verbally, information from the media (ratio, TV, newspaper, etc.).	
	8. Ask for and use information in relation to public transportation.	
	9. Make and acknowledge introductions.	
	10. Demonstrate tact and appropriate language and choice of subject matter in conversation.	

Resources

Commercial materials;
Tape recorder, Filmstrips;
Speech therapist;
Drama coach; Video tape;
Tele-trainer; Animal puppets
equipped with microphone;
Parents; and School office
staff.

Teacher Notes

V K

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
K. To develop verbal communication skills: Employment Related.	1. Demonstrate ability to participate in a job interview. 2. Use appropriate greetings with employers and employees. 3. Relate to personal problems such as: a) Mistakes b) Relations with other employees c) Questions as to hours, wages, vacation, extra time off, etc. d) Self protection threats, theft, other employees "goldbricking" 4. Relate crisis information such as fire, employees stealing stock, accidents, etc. 5. Identify logical complaints. 6. Identify the appropriate time and place for complaints. 7. Apologize if necessary.	Role Playing; Open ended stories; Drama; Speakers; Films; and Discussion.

Resources	Teacher Notes
Job counselor; Vocational Rehabilitation office; Employers; School staff (cafeteria, custodial, office, etc. who supervise workers); Junior Achievement; Local businessmen; Films; Filmstrips; Job clinics; Job-a-ramas; Employment agencies; and parents.	

V A

GOAL: ECONOMIC USEFULNESS

	Specific Objectives (The Student Can)	Techniques
L. To develop writing skills.	1. Write legibly (manuscript, cursive, Braille)	Shadow writing; Tracing; Experience stories; Journal; Work sheets; Crib card with information on it; Birthday/ Christmas cards; Notes; and Responsibility as Office Aide.
	2. Copy a dictated expression of his own thoughts and/or experiences.	
	3. Use a typewriter.	
	4. Follow written directions (starting with one word, i.e. "circle", "check" etc.)	
	5. Write required identification information: a) Name b) Address c) Phone d) Parent's name e) Mother's maiden name f) Occupation of parent g) Emergency contact h) Birthdate i) Place of birth j) Doctor's name k) References l) Interests and aptitudes	
	6. Write and/or type letters a) Personal b) Thank you c) Business	
	7. Address letters and packages.	
	8. Write messages received on the telephone and tell of plans and/or whereabouts.	

Resources	Teacher Notes
Commercial materials; Overhead projector, Wet sand; Sandpaper letters, Acetate sheets; Typewriter; School records; and Offica staff.	